

# Catholic School Journal

A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

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## IT IS WELL TO REMEMBER:—

That the scriptural soft answer still leads all competitors in the wrath turning contest.

That textbooks are our best servants and our worst masters.

That efficiency is a word worth looking into, and that the idea behind it has a practical bearing for us.

That self-depreciation, when it violates what we know to be truth, is a lie and sinful.

That the man who doesn't mind his own business fancies other persons are meddling with his business when they are minding their own business.

That there is a vital distinction to be drawn between resting and rusting.

That the teacher who never reads educational magazines and never looks into a modern book on pedagogy is so far behind the times that he'd need an airship to catch up to the Battle of Issus.

That he that is prudent and well instructed makes liberal allowance for his prejudices, his likes and his affiliations.

That there is considerable drudgery at the beginning of every study, of every state of life, of every notable change of fortune; none may escape the novitiate of labor.

That prayer—including prayer as it is said by our children in the classroom—should be a union of the soul with God.

That fashions change in educational forms and methods; that the biological interpretation of child nature, now so much the vogue, will be presently as extinct as the dodo.

That the homely proverbs that come down to us through many generations of Teutonic or Gallic or Gaelic ancestors have behind them so deep a wisdom and so searching a practical sense that we are forced to exclaim: "Verily, there were giants in those days!"

## IMITATION IN HERO WORSHIP.

Despite the admitted force of the distinction between admiration and imitation, it is a fact that the former tends to generate the latter. The small boy who strongly admires a big boy finds himself imitating his hero in stride, in clothing, in language, in personal habits; the girl who strongly admires her teacher feels the desirability of modeling herself upon the pattern of her heroine in manner of speech, in daily routine, in likes and dislikes. And the extent of the imitation is in direct ratio to the degree of the admiration.

Such is the phenomenon of imitation in hero worship. What is its explanation? We diffidently present the following theory as material for discussion.

Admiration is an amatory emotion; we cannot admire what we do not like, and intense liking is love. Overstatement rather than misstatement inheres in the colloquial remark that one loves flowers or music or travel or soldiers. Love tends to union with the object loved; and that less intense form of love that we call admiration has the same general tendency. If my admiration for Mr. X is so pronounced that he becomes my beau ideal, my hero, I experience a vague desire to be Mr. X; but that is manifestly impossible, so I must content myself with being with him and being like him. Accordingly, I seek every pretext to be in his presence, and I strive in every way possible to resemble him. His mode of existence is in my eyes the most desirable mode of existence, and—provided that my worship of the hero is profound and complete—I approximate to it as fully as I can; that is I imitate his dress, his habits, his outlook, his idiosyncrasies. The action of his personality upon me excites my imitative instinct. Partial admiration, for the same reasons, results in partial imitation. Thus if, while disap-

proving of Mr. X as a poet, I admire him as a public speaker, I shall not find myself writing the sort of verse he writes, but I shall find myself striving to acquire his platform manner, his method of gesticulation and his peculiarities of tone, accent

and articulation.

So much for the theory; now for some of its practical applications.

(1). **Every child is given to hero worship.** Every child therefore slavishly imitates the person he admires. He avoids the use of slang because his hero avoids the use of slang; or he smokes cigarettes because his hero smokes cigarettes. Hence the duty of the teacher—especially the Catholic teacher, who is primarily concerned with the formation of character—to set before the children he instructs the right sort of heroes, to find out what manner of heroes they are already admiring and to educate their ideals of nobility.

(2). **Partial admiration is not characteristic of childhood.** The child possesses but in a very slight degree the power of discrimination. If he admires you he does so absolutely and universally—to him everything you do and everything you are is worthy of admiration and therefore of imitation. Hence the duty of the teacher to lead the children to discriminate, to get them to see that absolute perfection exists not on the earth, that no human being is deserving of unlimited admiration, that we should imitate the good we see and hear and read, and avoid the evil.

(3). **God is the Supreme Excellence.** He is the one completely worthy object of our highest and deepest love. He is the one being with whom full and eternal union is possible. Our Blessed Savior is the one Perfect Hero—"He hath done all things well." He is the one object of our unreserved admiration. Every created thing and every created person—the Most Blessed Virgin, our parents, our country, the flowers of the field—must be loved in God and for God. Hence the duty of the teacher to hold the thought of God constantly before the children's minds, to urge them to give to God their whole hearts and put in him their utmost trust, to show them the excelling wisdom of turning to God at all times and in all places, in griefs light and heavy, in joys little and great. Hence, too, the duty of forming in the children a sense of proportion regarding the practices of Catholic piety, of showing them that we honor the Most Blessed Virgin because she is the Mother of God, that we honor the saints because they are the chosen friends and loyal soldiers of God. And hence the duty of leading the children to appreciate daily more and more the greatness and the exquisite sublimity of the Holy Communion wherein, because we love God and God loves us, we are united, body and soul, with the object of our love.

## WHICH ARE YOU LIKE?

"I have in mind two types of teacher," remarked the inspector who knows. "One is the sort of person who is everlastingly rushed to death, who is nervous and worried and generally late, who has thought for nothing but the work undone, who is a slave-driver in class and the slave of work out of class, whose life is confused and hurried and whose funeral will be presently trailing its black length beneath your western window. May he rest in peace.

"The other is the sort of person who, like a great general I would name if I were sure you would not question my neutrality, is always fifteen minutes ahead of time; who is calm and confident and capable of meeting any ordinary combination of circumstances to say nothing of several extraordinary ones; who wears a smile, not because he read about it in a book, but because he just can't help it; whose good humor is pervasive, consistent

and contagious, and who has seemingly been dipped in that fountain for which the late Ponce de Leon sought in vain."

Which portrait, beloved brethren, comes nearer to limning the ideal Christian educator?

#### THE GOOD OLD DAYS.

Mr. Chester Lord, for many years editor of the New York Sun, recently contrasted—and not to our advantage—today with yesterday's literary habits and literary appreciation. Not so long ago, says Mr. Lord, "Everybody was tremendously interested in literature. Men hurried through their suppers to spend the evening reading Dickens and Scott and Hawthorne to their families. School children could recite by the yard the verses of Tennyson and Longfellow and Poe. The literary lecture was popular."

Silence itself is a sufficiently significant indictment of our own times in comparison with the days which, without exaggeration, Mr. Lord recalls. The "movies" are a poor substitute for the great Victorian novelists; and the absence of the poets' verses is scarcely compensated for by syncopated songs.

Have we, as Catholic teachers, any real influence in the community? Is our mighty work of character formation bearing real fruit? Are we forming our children to right reading habits? Are we trying, perseveringly and persistently, to revive within the family circle the lost art of reading aloud? A good reader in any home is a messenger from on high; he makes the home a place wherein to stay of evenings, he introduces books worth while, he sets an example of right speaking, he leads brethren to dwell together in unity, he prepares the way for the good old practice of evening prayers in common.

Reading in the home, especially reading aloud, is a short cut to social reform. What are we teachers doing to make it a fact?

#### THE DRAMATIC METHOD.

Largely through the well directed efforts of Mrs. Emma Sheridan Fry, the plan by which the children study a classic by acting it is becoming better known and is producing desirable results. It is obviously the best method of teaching a dramatic masterpiece, for the play—and those of us who are removed from intimate association with the theater are in danger of overlooking this—does not yield its full content until it is presented on a stage before an audience. Reading Shakespeare, for example, is better than not coming into touch with Shakespeare at all; but it is a poor substitute for acting Shakespeare. Mrs. Fry sets forth some of her notions with contagious enthusiasm:

"I know of no other single agency that can do for our young people what playing Shakespeare does. It gives them a good time, a really jolly time, in a new way; it touches and develops their imagination; it teaches them actual principles as no didactic effort ever could, and it acquaints them with problems of which one or more is sure to be duplicated in their own lives. But they must do the acting themselves."

The dramatic method, wherein the pupils "sit down in a half circle and give the play," is pedagogically considered a good thing; there can be no reasonable doubt about that. But there is always danger of carrying a good thing too far, and so it is needful to sound a warning here. The dramatic method is not applicable to all species of literature. It is waste of time and misdirected effort when it is applied to lyrical poems, for instance, or to essays or to novels in their entirety. It is not the be all and the end all of English teaching. It yields its best results when it is judiciously combined with other methods, when it alternates with intensive study and individual research. Granted that it invariably affords "a really jolly time;" but there must be times in every well-ordered classroom that do not appreciably approximate to jollity.

While making things as pleasant as possible, let us beware of carrying kindergarten methods into the grade and beyond them.

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Nearly as long ago as the Night of the Big Wind—to be exact, in 1842—Tennyson published his "Locksley

Hall" in which he gives us a prophetic glimpse of conditions as they are in Europe today. The lines are a splendid example of the prevision of the poet:

"For I dipt into the future, far as human eye could see,  
Saw the Vision of the world, and all the wonders that  
would be;  
Saw the heavens fill with commerce, argosies of magic  
sails,  
Pilots of the purple twilight, dropping down with costly  
bales;  
Heard the heavens fill with shouting, and there rained  
a ghastly dew  
From the nations' airy navies grappling in the central  
blue;  
Far along the standards of the peoples plunging thro'  
the thunderstorm;  
Till the war-drum throbbed no longer, and the battle-  
flags were furled  
In the Parliament of man, the Federation of the  
world."

Will that last verse ever prove itself a prophecy? And if so, will the late Monsignor Benson's view of it, in "The Lord of the World," be justified? Or with all the nations—however far they may seem from it now—find unity and amity within the shadow of the Fisherman's Throne? Meanwhile, prayers for peace!

#### WASHINGTON'S BIRTHDAY IN OUR SCHOOLS.

Our Catholic schools are very much to the fore in the celebration of the birthday of the Father of His Country. Class entertainments are frequent and often more pretentious programs are successfully carried out in the parochial hall. And, of course, and especially, there is a holiday.

The teacher can utilize the spirit of the time by drawing the attention of the children to aspects of Washington's character. Elementary histories and more dignified and impressive works are alike replete with anecdotes showing the kindly, reverent, conscientious Washington in his true light. Let some of these be made the subject of class talks and of oral and written composition.

Care must be taken not to propagate the Washington myth. It is well to insist on the fact that Washington possessed a reputation for high veracity, but when you come to the cherry tree, follow the great man's example and chop it.

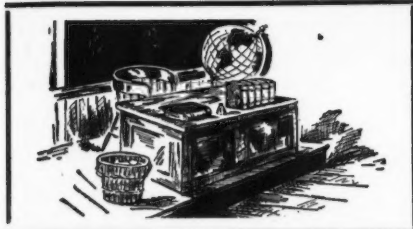
While not destroying precious ideals, we must, as conscientious teachers, do all in our power to keep our children from the sort of hero-worship that is misleading and pernicious. Washington is and was admirable, and a high type of American; but he was not perfection itself. He was not the greatest general that ever lived; his literary gifts were far inferior to those of Jefferson and a score of men of the time; his diplomacy would have possibly led him into disastrous ways were he not upheld by the vastly more discerning policy of Hamilton. What makes Washington so remarkable is not his supreme excellence in any one thing, for such he never possessed, but his relative excellence in everything.

#### FOR VALENTINE DAY.

Appropriate art work would be to have the children draw scenes from the lives of the saints. Let the story of a saint be told and then the children directed to pick out some happening that interested them most and put their impressions of it in pictorial form. Similarly, the same process could with advantage be followed in written and in oral expression.

#### PREPARING FOR WHAT?

It is a polite fiction that even today it is sometimes assumed that the grade school exists to fit pupils for high school and the high school to fit them for college. So far as most of the pupils of both grade and high schools are concerned, those institutions exist to prepare them for life and work. Some homemade statistics will prove that considerably less than three per cent of the grade pupils get to college at all. Hence the grammar and secondary schools are justified in resenting the obtrusive domination of university interests. And hence, if in the lower schools we teach certain subjects, it is not because they are demanded for college entrance, but because they will aid us in preparing the pupils for life.



## This the Time of Infectious Diseases.

By Catherine Chisholm, M. D. (Medical Inspector Manchester High School for Girls.)

Young children are peculiarly liable to certain infectious diseases. Inasmuch as many children are carefully guarded at home and do not come into contact with others till school life begins, the number of children susceptible to infection in a school is generally very large. The greater the precautions against infection, the greater the number of susceptible children in the school.

Some mothers feel that measles and chickenpox at least, and perhaps whooping cough, must be encountered sometime, and they may as well be got over. But this is not a fair view to take. The effect of infectious disease is often very serious on the growing organism of the child. Even slight attacks of measles, unless carefully treated, may leave permanent disablement of one or another organ behind. A young teacher of the writer's acquaintance was left permanently crippled in her professional life by serious deafness resulting from an attack of measles so slight as to have apparently needed no treatment at all.

The medical records of the forms show that a large proportion of the weaker divisions have suffered severely in their early years from the infectious diseases. This appears to show both that delicate children quickly contract infectious disease and also that infectious disease tends to hamper the children later in life.

Thus the school authorities are interested in keeping all chances of infection out of the school.

Children showing any signs of ill health must be watched and any trace of the premonitory signs of infectious disease must be referred for medical advice.

Sometimes these illnesses cause symptoms so slight that the mothers have not suspected what may have caused the malaise from which the child has been suffering. Even scarlet fever and diphtheria may have caused symptoms so slight that the mother may have thought it unnecessary to call in medical aid, and may have kept the child at home for a few days and sent her back to scatter infection broadcast among children who may suffer as severely as the first did slightly.

On their return to school after temporary absence, therefore, the teacher should carefully inquire into cases of illness and report suspicious ones to the principal. At the commencement of each term certificates of freedom from exposure should always be presented.

Suspicious cases reported to the principal will then be referred to the medical officer. In cases of sore throat, where there is fear of scarlet fever or diphtheria, either from the symptoms or from its prevalence in the town, a swab ought to be taken and brushed on the throat and examined bacteriologically. It is well to remember that to do this without the permission of the parent and against his wish may be by law regarded as an assault.

It is never well to unduly hasten the time of return to school after infectious illness. Apart from the risk of infection for the other children, the fever, or some other factor in the illness, may have so exhausted the child that the long isolation period may be the means of the child's returning to school in a better condition, and may ensure a recovery uncomplicated by the various sequelae which so often hamper children later on. In some cases, however, the long isolation period does seem a waste of precious time. But the interests of the majority must be safeguarded, and the times of isolation ought to be strictly adhered to.

In order to ensure that as much care as possible is taken to prevent infection entering the school, the various teachers ought to be interested in the health of their children and to be able to recognize the premonitory signs of the various infectious fevers.

Infectious fevers are always the result of the invasion of the body by some pathological micro-organism. By absolute cleanliness of the school and the furniture and

by an efficient system of ventilation, much trouble may be avoided. The germs of the diseases gain access to the body either by direct infection, i. e. by means of some object or article of clothing touched or infected by the patient. That is, some diseases may be only acquired by contact with the sick, others may be carried by a healthy person.

The germs or micro-organism having entered the body, develop, and a certain period passes during which the patient is not infectious and shows no signs of disease. This period varies considerably in the various diseases, and is known as the "period of incubation." After this period the patient begins to show symptoms of illness and generally at once becomes infectious. These symptoms may come on insidiously and simulate other diseases as in measles, or they may begin suddenly as in scarlet fever.

After a further period, varying according to the disease, a rash often develops, the illness then proceeds along its normal course till the time of recovery begins.

The following are the premonitory signs of infectious diseases with which the teacher should be familiar.

In chicken pox the premonitory symptoms are practically absent. The disease is often very mild, and the first thing noticed are the minute blebs which are irritable and cause scratching. These are found all over the body, face, and head. Generally spots in all stages from simple blebs containing watery matter or pus to scabs may be noticed at the same time.

In diphtheria the onset is not very sudden. The sore throat comes on gradually. The glands of the neck become enlarged. A membrane of a greyish white colour is formed on the throat. The temperature is not necessarily very high. The patient generally, however, looks very white and ill. All cases of membranous sore throat ought to be regarded with suspicion.

Infection may remain in the nose and throat of a patient for a long period of time, and it is most important that freedom from infection should be most carefully determined before the child returns to school.

In measles the onset is slow. The first symptoms are a cold in the head, running at the eyes and nose. In the mouth Kopplec's spots may be seen. These are often found with difficulty, and are bluish spots on the buccal mucous membrane. On the fourth day, during at least two of which the patient has been highly infectious, the rash appears. This is a blotchy rash occurring on the face, hands, and other parts in spots, and soon covering the whole body with a purplish mottled appearance.

In mumps there is pain in the ear together with enlargement of the parotid gland causing swelling of the cheek. This may be affected on one or both sides. There is generally but not always a feeling of malaise.

Scarlet fever begins suddenly, often with sickness. The rash appears on the second day of the illness. The throat is sore, the skin hot and the pulse quick. The spots are discrete dots placed closed together, and giving the appearance of a bright red flush. The rash appears first on the chest. Round the mouth the skin remains quite white, giving a typical appearance. After some days the skin begins to peel. Peelings after a feverish attack and sore throat ought to be regarded with suspicion.

Whooping cough is infectious from the first, but the typical cough does not arrive till the second or third week. The cough is characteristic. It consists of a violent coughing attack which culminates in a sudden crowing inspiration. The cough is often accompanied by vomiting. The cough is not always quite typical. But it is advisable to regard as suspicious any violent cough which is severe enough to produce vomiting.

Diphtheria, measles, and scarlet fever being the most common of infectious diseases to threatening school



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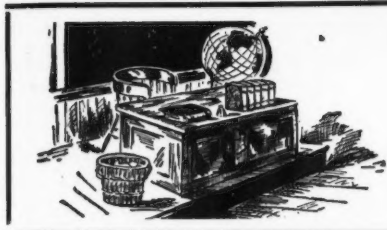
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In diphtheria the onset is not very sudden. The sore throat comes on gradually. The glands of the neck become enlarged. A membrane of a greyish white colour is formed on the throat. The temperature is not necessarily very high. The patient generally, however, looks very white and ill. All cases of membranous sore throat ought to be regarded with suspicion.

Infection may remain in the nose and throat of a patient for a long period of time, and it is most important that freedom from infection should be most carefully determined before the child returns to school.

In measles the onset is slow. The first symptoms are a cold in the head, running at the eyes and nose. In the mouth Kopple's spots may be seen. These are often found with difficulty, and are bluish spots on the buccal mucous membrane. On the fourth day, during at least two of which the patient has been highly infectious, the rash appears. This is a blotchy rash occurring on the face, hands, and other parts in spots, and soon covering the whole body with a purplish mottled appearance.

In mumps there is pain in the ear together with enlargement of the parotid gland causing swelling of the cheek. This may be affected on one or both sides. There is generally but not always a feeling of malaise.

Scarlet fever begins suddenly, often with sickness. The rash appears on the second day of the illness. The throat is sore, the skin hot and the pulse quick. The spots are discrete dots placed closed together, and giving the appearance of a bright red flush. The rash appears first on the chest. Round the mouth the skin remains quite white, giving a typical appearance. After some days the skin begins to peel. Peelings after a feverish attack and sore throat ought to be regarded with suspicion.

Whooping cough is infectious from the first, but the typical cough does not arrive till the second or third week. The cough is characteristic. It consists of a violent coughing attack which culminates in a sudden crowing inspiration. The cough is often accompanied by vomiting. The cough is not always quite typical. But it is advisable to regard as suspicious any violent cough which is severe enough to produce vomiting.

Diphtheria, measles, and scarlet fever being the most common of infectious diseases to threatening school

children, it may be well to give periods of incubation, quarantine after exposure and period of infection. In the case of diphtheria the incubation period is 2 to 10 days; quarantine advisable for those exposed 12 days; period of infection of patient about 4 weeks. In the case of measles these figures will run 10 to 14 days; 16 days and two weeks respectively. In the case of scarlet fever, 3 to 5 days incubation; 10 days quarantine for exposed; period of infection 6 weeks and sometimes longer.

When several cases of epidemic disease have occurred in the school, every precaution must be taken to prevent the disease spreading.

If the cases have mostly arisen in one class, it is advisable if possible to isolate the class. This means of course that the children and their clothes and possessions shall be kept separate from their fellows. They should arrive and disperse some time before or after the rest of the school. If they stay for meals they must have them apart. If cases still continue to develop, as may easily happen with such diseases as measles (where the child is acutely infectious before the disease has declared itself), the class must be sent home during the longest incubation period dating from the last exposure to the disease.

Possession of exact information as to previous illness suffered by the children may make it possible to take a less drastic course and to exclude only those who have never suffered from the illness which is at any period epidemic.

It is often important, particularly among the older pupils, that as little time shall be lost by forced absence as can be done with safety. On the other hand, some diseases such as German measles and mumps have long incubation periods. In these cases it is possible, if the pupils are being carefully watched and only one or two cases have appeared in definite crops (i.e. at the end of each incubation period from the last outbreak), to let the children continue at school till a few days before time for the next outbreak to appear. Then the class can be sent home till the period of danger is over.

No child should be allowed to return after suffering from or being exposed to an infectious disease without showing a medical certificate declaring that according to the incubation and isolation periods of the foregoing table, the danger of the infection is at an end.

The question of closing the school entirely arises when the infection is not confined to one class.

Measles, influenza and diphtheria spread very quickly through a school. The early stages are insidious, and not always at once recognized. The effects of these diseases may be so disastrous that it is advisable, if a large number of cases occur, to close the school.

There is less need of hesitation in the Secondary than in the Elementary Schools. If the Elementary Schools close the children still meet in their common playground, the street, and infection is very rife.

In the case of children in the Secondary School the stopping of the schools is more likely to lead to the separation of the scholars for a time. But with care on the part of parent, teacher, and medical officer it is exceedingly seldom that closure of a school should be necessary.

When an epidemic breaks out in a school the parents of pupils in the form affected should be warned of its presence in order that they may be on the look-out for the early premonitory signs.

If such precautions are taken it will be found that the danger of infection is greatly minimized and that much valuable time is saved. Within the last few years the number of cases of infectious disease in the schools has very much decreased. This must be in large measure which in time and trouble is amply repaid.

due to the precautions which are taken, the cost of

#### ELEMENTARY RELIGIOUS INSTRUCTION.

The object of the first or beginning in religious instruction should be to familiarize the child with the acts and formulated prayers, and also to establish in his mind a helpful idea of God, as the Creator and as the Savior of mankind.

Naturally, we must present an idea of the Father and Son, at Whom he is to address his prayers. This at once suggests story telling and the free use of pictures. What idea of God do we wish to give the young child? What is to be the most helpful to him at this period or

daily life as possible. We might present an idea of his childhood? It ought to be brought as close to his God, as the Creator of so many marvelous things in the world about us: Who is beautiful in character, without weaknesses, a Friend who rejoices when we are good, Who is pained when we are bad, One Who sees all we do and is pleased with children who avoid selfishness, disobedience or laziness. First in our series of stories or talks to be illustrated with pictures, would come the history of creation, adopted so that it may be understood, as far as childish mind in capable of appreciating such an immense subject. Observation and study of Nature must necessarily follow as God's handiwork. And it is here that we are able to secure so much evidence for the child of God's mysterious power and care for all His creatures.

#### FOES OF THE CODDLERS.

Agnes Repplier's spirited protests against the sentimentalization of our educational methods finds an English echo in the address of James Bryce before the London university.

Much after the manner of the American essayist, the distinguished statesman mourned over the decline of the English schoolboy, his decline in the sturdy virtues and well-grounded knowledge of the past.

The viscount, like Miss Repplier, finds the answer in the scholastic pampering of the modern child, in the large abandonment of that disciplinary education which held the enforced doing of the task of even greater importance than the task itself, which regarded school not as an entertaining dispensary of agreeable information but as a vigorous instrument for the development of character.

When Napoleon was asked the explanation of his defeat at Waterloo, he replied "Eton and Rugby." He meant by that that these schools, whatever their schoolastic shortcomings in comparison with those of France, did develop that moral fiber which accepts punishment, whether physical or spiritual, without wincing and which never owns that it is whipped.

A similar meaning was intended by a distinguished American educator when he remarked that the direct product of the English public schools was a little indifferent Latin; their by-products, the young men who run the Indian empire.

According to Viscount Bryce, this is no longer true. The educational coddling method, he says, is breeding a race of mollicoddles, and if England has been conquered by Germany in the field of trade and industry he ascribes it to the vitiating character of modern English education.

Miss Repplier's article in the current Atlantic on the same theme is in a similar vein. It is well worth reading, whether one quite agrees with her or not, if only for her delicious demolition of Judge Lindsey's "sentimental view of education" which would make school "not a school at all, but just one big game!"

#### VALENTINES AND HOLY PICTURES.

The time seems more than ripe to put to good use the country-wide valentine habit. Of the seasonable cards and pictures displayed in stationery stores some are pretty though meaningless, and many are from every point of view indifferent. Of the majority of valentines, however, the less said the better. They are essentially vulgar and silly, sometimes even obscene.

Rail as we may against the valentine habit, our children will take a part in the customs of the season. Instead of condemning valentines, let us be constructive critics and suggest a practice that is in harmony with the traditional celebration of the fourteenth. Pictures of the saints and of holy places and motto cards suggesting Catholic sentiments are—or ought to be—our valentines.

Many Catholic teachers used to hold "holy pictures" in disfavor because of the very inferior art that most pious chromes revealed. That objection has now less reason for being. The lithographic art has advanced wonderfully in the past few years, and our Catholic publishers now turn out pictures that one may look at without suffering from a severe interior pain. Only recently I saw some really beautiful pictures of the Sacred Heart mounted like photographs that were in very refreshing contrast with some of the wretched little prints that we used to get in Sunday School for behaving ourselves.

## The Foremost Englishwoman of Letters.

Alice Meynell — Catholic Litterateur.

By Anna Neacy, M. A.

"I can imagine Matthew Arnold, lighting upon such essays as 'The Point of Honor,' 'A Point in Biography,' 'Symmetry and Incident' and others that I have named, saying, with refreshment, 'She can write!' It does not seem to me too bold to imagine Carlyle listening, without the wearyful gesture, to his wife's reading of the same, hearing them to the end and giving his comment: 'That woman thinks!'" So her friend George Meredith wrote of Mrs. Meynell in his critique of the two volumes of essays, "The Colour of Life," and "The Rhythm of Life." That was in *The National Review* of August, 1896; he closed the paper with a prediction "— she will some day rank as one of the great Englishwomen of letters." The eighteen years intervening have more than fulfilled this promise of Meredith's, for Mrs. Meynell not only is the foremost Englishwoman of letters; she is regarded by many as the foremost writer of English today. Her prose is without rival and her poetry, the equal of any presently written, is, in point of finish, surpassing. When the Laureateship was to be bestowed after the death of Alfred Austin, scores of literary journals clamored to have the honor paid Mrs. Meynell, and while her friends are content that so restricting an office does not devolve upon her, especially during this unspeakable and unsingable war, by merit it was hers.

Mrs. Meynell had an unusually rich preparation. Her father, T. J. Thompson, a graduate of Trinity College, Cambridge, was a devoted scholar, who preferred Italy and deliberate leisure to an active English life or the profession of letters, either of which his gifts would have augmented. His is the delightfully equable personality his daughter has shown to us in "A Portrait." He gave himself to the education of his two daughters and succeeded in surrounding them with all manner of beauty. The effect showed in early achievement of both. In 1875, Alice published "Preludes," a slim little book of poems which arrested instant attention and won direct and high praise from the press. Of three of the pieces John Ruskin wrote: "The last verse of that perfectly heavenly 'Letter from a Young Girl to Her Own Old Age,' the whole of 'San Lorenzo's Mother,' and the end of the sonnet, 'To a Daisy,' are the finest things I have yet seen or felt in modern verse." The then modern verse, it will be remembered, was being contributed by Tennyson, the Brownings, Patmore, Swinburne, Meredith and Hardy; Ruskin is no irresponsible praiser, so the judgment is of worth. William Sharp tells us that Dante Gabriel Rossetti had the sonnet "Renouncement" by heart. About this time Elizabeth Thompson, now Lady Butler, had painted that stirring picture, "Roll Call," and both sisters were feted and idolized in London. Shortly after, Alice became a Catholic. She has celebrated this step, but without assumption, in "The Neophyte." In 1877 she married Wilfrid Meynell, the author and journalist, then a recent convert. It was to their children that Francis Thompson wrote his choicest child poems, notably "The Making of Viola," "To Monica Thought Dying" and "The Poppy." Their third son is named for the poet. Mrs. Meynell is an answer to most of the captious complaints against modernity, against women and their aspirations; great lady, good poet, abounding mother, gracious friend, wide scholar, precisian, she is all of the things censors of the "feminist movement" positively assert she cannot be. Not that she is a feminist in any sense except where it is opposed to the bumptious camp we might call "masculinists;" she has too much humor for that. Albeit she is an excellent partisan, belongs to the Catholic Women's party for political equality, and even marched with them in the parade some two years ago. She uses her pliant telling prose, often delicately satiric, to urge, as in "The Women in Grey" and "The Lady of the Idyll," opportunities of development for girls equal to those given their brothers.

Her publications, so far, include "Preludes," Poems, 1893, "Later Poems" 1901, and of prose "The Colour of Life," "The Rhythm of Life," a monograph "Ruskin,"



Alice Meynell.

"The Children of Old Masters," "The Spirit of Place," "Ceres' Runaway" and "The Children."

Her poetry is spirited and tender, swift and various, pathetic often and compelling, quick with the element of surprise. It is, withal, so free from affectation, so lacking in effort as to attain complex effects with simplicity. It is highly finished; Mr. William Archer, in "Poets of the Younger Generation," speaks of this faultlessness of form in Mrs. Meynell as unusual to poetry written by women and cites the well known unrhymes of Mrs. Browning.

Many of the later critics of Mrs. Meynell have dwelt upon her abstention. Katherine Brégy in "The Poets' Chantry," says: "The characteristic note of Mrs. Meynell's music is not yearning or aspiration; it is not the dear and consummate fruition of life; still less is it a mourning for things lost. It is the note of active renunciation. Renunciation of the beloved by the lover, that both may be more true to the Heart of Love; renunciation by the poet, the artist, not only the poor, precious, human comforting, but likewise of its own sweet prodigality in art—that he may see a few things clearly without excess; in fine, the intimate and inevitable renunciation of the elect soul." And others insist on her "reticence." It might be judged rather as the brevity of a thought that can utter choicely. Like the new music, it suggests and enhances, it does not detail. Mrs. Meynell is not pleonastic certainly, but her reticence has nothing of poverty in it, of parsimony. It is not taciturn. Take the little quatrain, "Via, et Veritas, et Vita,"

"You never attained to Him?" "If to attain

Be to abide, then that may be."

"Endless the way, followed with how much pain!"

"The way was He."

Could anything be at the same time more concise and searching? Her devotional poems have a familiar spirituality almost playful. They are penetratingly sweet, absorbedly Catholic. Here is "Veni Creator"—

So humble things Thou hast borne for us, O God,  
Left'st Thou a path of lowliness untrod?

Yes, one, till now; another Olive Garden.

For we endure the tender pain of pardon,—

One with another we forbear. Give heed,

Look at the mournful world thou hast decreed.

The time has come. At last we hapless men

Know all our haplessness all through. Come, then,

Endure undreamed humility: Lord of Heaven,

Come to our ignorant hearts and be forgiven.

Her poems on the Eucharist: "General Communion,"



"The Unknown God," "The Fugitive," hold the very radiance of the doctrine. "Christ in the Universe" is the most astounding of her conceptions; it poses the question of our Lord's manifestations to other planets than ours. "Her poetry cannot appeal to the prosaic mind," says Mr. Arthur Symonds.

In his "Religio Poetae," Coventry Patmore has a study of her rather too impregnated with his own peculiar notions of life; among other things he declares, "Mrs. Meynell's thoughts and feelings seem to be half suffocated by their own sweetness and pathos, so that, though they can speak with admirable delicacy, tenderness and—that rarest of graces—unsuperfluously they cannot sing."

Perhaps Coventry Patmore was not attuned to the new manner of song and like people who cannot like Gregorian, condemned as untuneful what was written merely on another scale. However, concerning her prose there cannot be two opinions. It is of the highest order, matter and form alike. "The essays have, in this day of the overflow, the merit of saying just enough on the subject, leaving the reader to think." George Meredith says in the review already quoted: "They can be read repeatedly, because they are compact and suggestive, and at the same time run with clearness. The surprise coming on us from their combined grace of manner and sanity of thought, is like one's dream of what the recognition of a new truth would be. Conceivably the writer was fastidious to the extreme degree during the term of scholarship, but that is now shown only in a style having 'the walk of the goddess,' and when she speaks her wise things, it is the voice of one standing outside the curtain of the Oracle, humbly among her hearers. She has no pretensions to super-excellence, however confirmed her distates. Her rule of the *μηδὲν ἄγαν*\* has become the law of her nature, as it may be seen at a first reading." Her prose is melodious, even, unhurried, carrying the pleasure of reading in this kind to the highest; it is serene, competent to its subjects and everywhere revelatory of the poet. The words are usual enough (Mrs. Meynell has her own theory of Saxon and Latin) but often she uses one in such an artful way as to make it fluoresce with a meaning, bright and before unguessed. Coventry Patmore, who had denied to her poetry classical as well as lyric quality, pronounces her essays, "Classical work embodying as it does new thought of general and permanent significance in perfect language and bearing in every sentence the hall mark of genius." The coherence is not made obtrusively. One delightful thought seems to branch from another; it is only after the resolute and fitting close that "the pattern" as Robert Louis Stevenson calls it, flashes; you know then for what determinate reason beside the joy of its induction, this or that beauty was brought in. She sees little intimate things to hand "as yet undiscerned" and makes them lovely to us and intelligible with her gift of grace.

Again Meredith; for he was not only the greatest litterateur of the time but an exacting critic: "She has this distinction: the seizure of her theme, a fine dialectic, a pliable step, the feminine of strong good sense—equal only sweeter—and reflectiveness, humaneness, fervency of spirit."

\*(Nothing too much.)

#### DISCIPLINE IN THE SCHOOL.

By a Sister of Notre Dame, St. Louis, Mo.

Discipline is based on the attitude of the teacher, for whom it is as much a duty to dexteriously wield the hammer and chisel of discipline as to exert the influence of love, although without the latter the most excellent disciplinarian will not "build more stately mansions" which may remain "a thing of beauty and joy forever" in the sight of God and His angels. Let us remember, my dear co-laborers, fellow builders, that an influence beyond our control lays its strong hand on every word we say, on every deed we do, and weaves its consequences with strong tissues about the lives of those with whom we come in daily contact.

Let us remember ever, that the consistency of our conduct must be clearly visible to our pupils. Therefore, never give a command unless you are sure you can enforce it, nor unless you mean to see it obeyed. A law laid down should be regarded a sacred thing, binding the lawgiver and the subject; every breach of it on the pupil's

part and every wavering or evasion on the teacher's part promotes future disobedience and goes far to weaken your pupil's estimation of the law. Let your precepts be few. God's commandments are but ten—the precepts of the Church fewer still—and what power from above, disciplines the human heart like the power of God—and have we a better disciplinarian on the face of the earth than holy Mother Church?

One of the essential elements in disciplining our school is the influencing of the will to act habitually from right motives, consequently the acme of discipline is reached when the conditions of order are preserved automatically, without judgment on the part of the pupil. In other words, that school is well disciplined which has its rules of order reduced to habit. Therefore, let the teacher be persistent, adhere to every rule laid down unremittently, and thus form habits of paramount importance—one of the most effective for after-life being the habit of work. It was a law in Eden before it became a punishment, and it is not a mere penalty now, but a remedy and a safeguard; it wards off those moral evils, which rush in upon the indolent soul, as the sea upon low-lying lands. It (work) is a law of our very nature. The great safeguard for good and happy discipline in a school is, to fill the time with work. This can be effected by a well-studied program, which is conscientiously followed.

#### Inspire Love for Work.

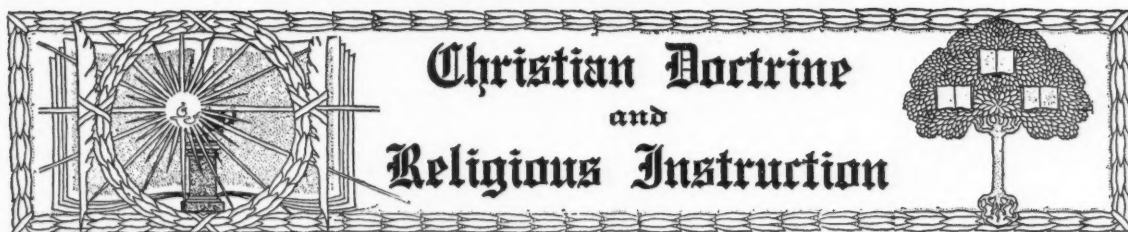
It is the quiet, systematic work, well-balanced, cheerfully begun and thoroughly completed, that will form that will, form that love for work, which in after-life extracts from it the sting of punishment, imposed upon the yield of thistles and thorns, but converts the fields of labor into gardens of usefulness and delight. By all means let teachers, as character builders, inspire—next to love and fear of God—love for work and fear of idleness. Teach by your example, by your appreciation of work, that in this lies success and failure.

The whole atmosphere of the school must be conducive to work. It is the quiet, composed happiness springing from interesting work well done, that gives the best atmosphere to the school and educates in the broadest sense. It is intangible and invisible, but is easily discerned. This tone cannot be obtained by laying down a few rules, but by patient teaching, good example and instruction. It is worth the effort.

Our boys and girls who have learnt that other things are right, besides right angles, and other things are true besides true discount—who have learnt to adhere to God, to duty and to imposed honest work—will be more likely to become not only more successful but more useful than one who graduates "at the other end of the class" with habits of indolence—to him a detriment in every position of life.

Teach children to respect work by your prudent acknowledgment of every effort to accomplish their tasks, and by stern disapproval of neglect and idleness. Let appreciation of effort ever weigh down in the teacher's scale of justice. Let the teacher see beneath the poorest garment the real worth of effort and thus he will awaken even the so-called "dull boy" the habit of aspiration for all that is good, noble and useful. "Blessed are they that hunger and thirst" was not said of the body. We are made stronger for the longing after that which seems to us good and worthy of aspiration—stronger for the discipline of work with muscle and nerve, with all physical and mental faculties. To make everything easy for ourselves is to smooth our descent; this is true likewise for our pupils. Work which costs the greatest effort has most intrinsic value. Why is it that a country boy after working all summer and doing chores in winter to pay for his schooling, will come out at the head of his class and make the best business or professional man? The fact is to be attributed to the discipline of "Help yourself and God will help you."

No means of discipline enters more helpfully into practical life than regularity. It is the basis of all industrial and social affairs—enforce it with its sister virtue "punctuality." In meeting every requirement during the day, the beginning and ending of every duty on time. This habit involves self-denial in many directions—it resists the temptation to loiter and to dally, the sacrifice of ease—it is one of the strongest forces for the discipline of the will. To insure punctuality in every duty the teacher should be unceasingly vigilant; every pupil who is absent or late should be called to an account and obliged to explain the cause during the next intermission.



**Lenten observance in schools.** The significance of the Lenten season and all the rules of observance incumbent upon children, should be properly explained by teachers to the pupils of the several grades, some time before Ash Wednesday (February 17). It is desirable that the children learn to enter into the spirit of this season of penance with its special church services, that they understand the reasons for the law of abstinence which applies to them, and that they be admonished to deny themselves various little pleasures, in view of the fact that they are not bound to fast. In many parishes the children are advised or requested to attend 8 o'clock mass every morning during Lent.

**Another Lenten devotion,** usually provided for parish school children, is the Friday afternoon "Way of the Cross," or "Stations of the Cross." Here again care should be taken to see that the children fully understand the meaning and value of the devotion. It should be explained that the "Way of the Cross" is the name given to the way along which our Redeemer passed, bearing His cross, from Pilate's palace to Mount Calvary. Tradition says that the Blessed Mother was wont to visit the spots made sacred by the bleeding feet of her Son, and that the early Christians in crowds visited the holy places. After the Holy Land fell into the hands of the infidel Turks, these visits were quite impossible. Stations of the cross were erected in churches as a substitute for these pilgrimages, and indulgences were granted the same as if a journey were made to Jerusalem. St. Francis of Assisi did much to propagate this devotion.

**Some Lenten Reading.**—Thoughts and Affections on the Passion of Jesus Christ, Da Bergamo; A Few Simple and Business-Like Ways of Devotion to the Passion, Hill, C. P.; The Holy Season of Lent, Girardey, C. SS. R.; Meditations on the Passion of Our Lord; Flowers of the Passion; Meditations on the Last Words from the Cross, Perraud; The Stations of the Cross, Thurston, S. J.; Way of the Cross; Lenten Readings, Marquess of Bute; The Watches of the Passion, Galloway, S. J.; History of the Passion, Palma; Meditations on the Passion, Tauler; Lessons from the Passion, Feeney. Any or all of these books may be had from Benziger Brothers.

#### MEANING OF THE LENTEN SEASON.

In explaining the meaning of the Lenten season, and its first day ceremony, Feb. 17th, the laying on of ashes, the following outline may be used, adapted to the different classes.

Instituted by the apostles in memory of the forty days of our Lord's fasting, Lent extends from Ash Wednesday to Easter Sunday. St. Jerome observes that the number forty is always that of pain and affliction. The Scripture furnishes us proof of this in great numbers. We will mention: The forty days and forty nights of rain in the deluge; the forty years of exile in the desert; the forty days of siege which preceded the destruction of Jerusalem; the forty days' fasting of Moses and Elias.

Three great thoughts fill all the Lenten liturgy. The Church in the first place proposes to her children's meditation the drama of the Passion of Christ; each week she follows step by step the development of the conspiracy against Jesus. And then Lent was to those who were aspirants for baptism the last preparation, and the Old as well as the New Testament furnished lessons intended to make the catechumens understand the grandeur of the blessing which they were to receive. Besides this the public penitents became also during the holy season the object of the maternal solicitude of the Church, and the numerous instances of mercy with which the Epistles and Gospels are especially filled opened their hearts to confidence, the inseparable accompaniment of pardon. These

three considerations are the key to the Epistles and Gospels of this holy time.

#### The Significance of Ash Wednesday.

Ashes were not in the beginning laid upon the heads of any but sinners submitted to public penance. Before the Mass of this day the guilty presented themselves at the Church to avow their faults and to receive the ashes on their heads. They were covered at the same time with the haircloth of penance, and driven solemnly from the church doors, which did not open again to them until Holy Thursday. Through humility pious Christian mingled with the penitents. After the abolition of public penance the Church, not wishing to deprive her children of the great teachings contained in the pious ceremony of the ashes, preserved the custom of laying them on the brows of the faithful at the beginning of Lent. Let us respond to her holy intentions, and bring to this ceremony the sentiments of Adam and Eve after their sin. The sentence pronounced against them will fall upon us: "Remember, man, that dust thou art, and unto dust thou shalt return."

But beside this sadness, the Church has placed hope. The sign of the cross made on our foreheads with the ashes reminds us that death has been conquered by the divine Crucified One, and that, thanks to Calvary, the dust has become for redeemed man the cradle of a life glorious and immortal.

#### PREPARATION FOR FIRST CONFESSION.

Rev. James F. Nolan, Baltimore, Md.

In the parishes where there are several priests, the one who is most likely to be able to win the affection and confidence of the little ones should be selected to prepare them immediately for the reception of this sacrament. This work should not be left entirely to the teachers. Undoubtedly they will do their part, and do it well, but he should complete it. Shortly before the time of confession he himself should help them to examine their conscience, recall to their minds the faults they may have been guilty of—faults of anger, disobedience, theft and deception. He should indirectly allude to sins against holy purity, by reminding them that God does not allow us to entertain any kind of thoughts, does not permit us to do actions which we would be ashamed to let our mothers see us do. Occasionally children who are conscious of having committed grave faults may hesitate to disclose them through fear of forfeiting the good opinion which they believe the priest has of them. To remove this dread he should assure them with almost painful iteration that the confessor will not think less of them for being candid and open, that our divine Lord loves in a special manner the little child who tells everything plainly, who does not yield to the suggestion of the devil to keep anything back.

Then he should excite them to sorrow, not by telling them what to do, but by actually doing it for them. He should for the time being identify himself with the children, and after the manner of a chill speak to our divine Lord of his sufferings, of the pains of his crowned head and pierced hands and feet and open side, and in child-like simplicity ask what caused all these torments. The answer will be—my sins, my disobedience, my anger, and so on. If he is able to put any unction into his words, he will not fail to arouse them to sincere sorrow in a very short while. He should never speak of the reasons and motives of contrition, but of the cause of our Lord's sufferings, of what our sins cause. Almost instinctively do they grasp the meaning of the word "cause."

#### EVIDENCE RELIGIOUS FERVOR.

Brother Baldwin F. S. C., New York.

I do not reject the pedagogical requirements in the teacher, but with Dupanloup I will say, "Give me a teacher



with average intelligence, but with a heart filled with love of God and the little ones of Christ, and he will find out how best to reach their mind and heart; he will work wonders in the lives of those who are fortunate enough to be pupils." The truly pious teacher of Christian doctrine will not neglect the principles of pedagogy in his teaching. On the contrary, the more genuinely pious he is, the more zealous will he be to adopt all means calculated to insure success in his cherished work. He will study both matter and method of instruction with increased ardor in the degree in which he is intelligently pious. He will understand the necessity of presenting his instructions in such a manner as to reach not alone the intelligence, but also the affections of his pupils. He knows that to cultivate the one at the expense of the other is to jeopardize the success of the work that he has so much at heart, viz., training his pupils to become pious, faithful Catholics who will persevere against all odds, through the vicissitudes and storms of life, and combat valiantly and successfully in the warfare common to all humanity.

I say he will reach not alone their intelligence, but also their affections. He will strive to mould the heart, so that where mere reason, human understanding will give way, the heart will instinctively turn for consolation where alone it is to be found, in the pathway and in the practice of virtue.

And, again, let me repeat the paraphernalia of systems cannot mould the heart. Life alone can produce life, and the catechist who is pre-eminently a person of sanctity will produce little good in the lives of those entrusted to him. The human phonograph is out of place in religious education.

#### TEMPERANCE INSTRUCTION IN OUR CATHOLIC SCHOOLS.

By Rev. P. J. Sloan, New York.

The word temperance in its broadest and truest sense signifies a proper rational self-control in the use of God's creatures. By some, however, it is employed almost exclusively to express the right use of intoxicants. Temperance in all things, but especially in this, is one of life's fundamental duties. Hence the Catholic school is strictly obliged both to teach its principles and to inculcate its practice.

The purpose of the Catholic school is to teach, at least in outline, all the doctrines of Christianity and all those duties of life which are found either in the revealed Word of God or in the natural law. Of these doctrines and duties it should omit none that are prominent or important.

That temperance is duty which is taught plainly and repeatedly in the Word of God and which has been inculcated from the beginning by the Church, no one can truthfully deny. It is taught by the doctrine that the human body is the temple of the Holy Ghost to be kept clean and sanctified by His dwelling. It is taught in the great fundamental doctrine, that God, the Creator and sovereign Lord of all, commands us to keep ourselves under proper control and to rule according to right reason our every desire and passion. In the Scriptures, temperance is taught repeatedly and forcibly by means of graphically pictured events which vividly illustrate both the evils arising from over-indulgence and the manifold benefits derived from due abstinence. So numerous are these examples and so evidently do they manifest the divine will that it is impossible for the school to teach His commandments faithfully without at the same time representing temperance as a moral duty sacred in the sight of man and God.

#### Warning Pupils Against the Evils of Intemperance.

It would be false to its trust received from on High, unworthy of its profession as teacher of righteousness, and fail in its work of properly training the youth, if it did not strive to impress on the mind and heart of each child a right idea in regard to the evil of all intemperance, but especially in regard to that of drunkenness. Christianity has practically overcome and vanquished one after another a great variety of evils; as for instance, the Vendetta, trial by torture, duelling, polygamy, slavery and the like. Intemperance in the use of intoxicants has to some extent been checked, but in many places it still is prevalent and even popular. That it works great evil and causes dire misery no one will deny. It ruins the home,

making the existence of the wife and the mother wretched and at times unendurable. It debauches the youth, and directly or indirectly destroys his prospects of life and his virtue. It debases our men and allures them down to the level of the brute. It causes many a Catholic to become a traitor to his religion and his God by a scandalous life. One-fourth of the insanity and three-fourths of the crime and pauperism found in our land has been attributed to its influence and effects. Directly or indirectly, it has increased enormously the expense of court and jail. Worst of all, it has seduced, and is seducing thousands, even millions into the drunkard's hell. Surely it requires no argument to show that a monstrous vice such as this should receive due attention in our schools, and that the young should be thoroughly warned against its baneful power.

#### Safeguards Against the Evil of Intemperance.

The chief remedy of drunkenness is not to be found in the civil law, but in Christian morality maintained by divine grace. The child must be educated to realize that by yielding to the allurements of intemperance he lessens his chance of success, increases his misfortune, degrades his manliness, offends his God, and risks his eternal salvation. More than this, he must be so influenced by these or nobler motives, as also by the grace of God, that he will strive as best he can to avoid not only intoxication but also at least its proximate occasions. This is just the defense against drunkenness which the Church of Christ is furnishing. No other organization or power is so well fitted to educate the young in this duty, and to build around them a wall of moral conviction high enough and strong enough to save them from drink's allurements and captivity.

As has so often been said, if some remedy were found to prevent the young from joining the ranks of older and confirmed drunkards, the supply of new recruits would be cut off, and in the course of a generation or two this evil would be practically destroyed. None will deny that prevention is not only the surest method of stamping out this evil, but that it is also the easiest and the best; it is also the one which accomplishes the most in reforming those already enslaved by drink. The great work of the Church, therefore, is so to instruct and train the youth, and so to surround them with good influence that even the children of drunkards will grow up hostile to the abuse of intoxicants.

#### How Should the School Teach Temperance?

Many occasions will present themselves in the school for speaking of temperance and emphasizing its benefits. The teachers can judiciously and sedulously inculcate its principles. The director or pastor can at times make it a special topic when addressing the entire school assembled. Moreover, temperance work can be made a feature of some, or, if found desirable, of all, the church societies and sodalities; or a special temperance society can be organized. This society could be broad enough to include in its membership all desirable persons. Its aim and purpose should be to promote a temperance sentiment, to keep the subject alive before the people, and to influence and strengthen the endeavor of all who are laboring for the extermination of drunkenness. Its main effort should be preventive.

#### A Pledge is a Power for Good.

In such a society the chief method in vogue is that of taking the pledge. Hence the society's great work is to sign these pledges and to keep them unbroken. This should also be a special work of the school. A book containing suitable pledges should be kept and the children, after they have arrived at a certain age, should be induced to sign them. Before being permitted to do this, however, it should be known with moral certainty that they understand what they are doing, that they are acting freely and that they sincerely intend to keep the pledge as signed. In many parishes a most commendable practice prevails; all the children are influenced to take the pledge on the day of their first holy Communion, or of Confirmation. When this is done a pledge card should be duly signed by each and preserved by him as a remembrance and souvenir.

While you think of it send \$1 for the current year's subscription and get a receipt by return mail. You will thus save money and avoid bothering about the matter later in the school year when you are rushed with work.



# A Plan for the Study of Australia

Supt. G. B. Coffman, Pana, Illinois

Australia is usually the last of the continents to be studied. If the other continents have been studied from the standpoint of cause and effect, it will not be hard for the pupils to understand Australia.

Australia lies wholly in the south latitude. It is in a warm climate. Have pupils determine about the temperature by noting the latitude of the southern and northern points. Estimate the length of miles from the extreme south to the extreme north. Compare the size of the continent with the other continents. Compare with the United States. Pupils are apt to get the idea that Australia is much smaller than it is.

Locate on an outline map, the mountainous portions of the continent. The pupils will discover that there are but few mountains and that what are there are not lofty. The highest mountains are in the east and are parallel with the coast. The low interior rises gradually to a broken rim of plateaus and mountains. In the south there are some peaks which reach the height of a mile.

Australia lies within the belt of the southern trade winds. Look to the map and find these winds. Note the direction in which they blow. Pupils are apt to get the wrong direction as it is in the southern hemisphere. These winds coming from the warm ocean will produce an abundance of rain on what coast? Why on the eastern coast? What are the conditions of the wind after going over the mountains? What causes the vast interior to be a vast desert? From the winds, the surface and the temperature work out the portions of the continent where there will be plenty of rain, where there will be arid plains and where there will be desert lands. Indicate this on the outline map.

From the above study, locate the agricultural regions and indicate what the farmers raise. Locate the rivers. Name the largest rivers and note where they flow. Are they navigable? Why? Compare the Murray with the Mississippi. Why are there not large cities along the banks of the Murray? Why is it that but little is known of the interior? What sections are capable of supporting dense population? Explain how the vegetation is peculiarly adapted to the climate. Have pupils read supplementary books on this subject. There are many geographical readers which give stories concerning this subject. Thru this reading the pupil will get much of the geography.

Give the history of the discovery of gold. How did that lead the people to settlement on the continent? Locate the gold mines. What other minerals are found? Does the continent produce coal or iron? Where are they found? Why do they not build up industries on this continent?

Compare the coast line with the coast lines of other continents. Why are there but few good harbors? Read all you can find on the Great Barrier Reef. How was it formed? Why is it dangerous to navigation? Locate the best harbors. Are they close to the agricultural districts? Where do you think good harbors could be found?

Name and locate the political divisions. It will be hard for the pupils to pronounce and remember some of the terms used. It is very necessary to get at first the pronunciation. Drill daily on these terms, and other terms used in the study. The essentials or landmarks of the study of a continent must be mastered. It is a serious mistake on the part of the teacher to slight this part of the teaching.

The finest wool is grown in Australia. Find, if possible, why Australia is a good grazing country for sheep.

The Merino sheep thrives best in this country. From this sheep the finest wool in the world is clipped. Have the pupils give the history of this sheep. Jacob tended the Merino sheep in Asia. The breed found its way to Spain because of the dry climate. From Spain they were introduced by the Dutch in South Africa. They were taken from here to Australia. Horses, cattle and hogs are raised in large quantities.

The island groups around Australia are important. More and more are they finding a place in the commercial world. The history of some of these islands is interesting and important. Have pupils write about New Zealand. In the story, have them treat it as a whole, geographically. Determine the rainfall by the winds and the surface. Determine what grows there. Examine the coast line to help determine commerce. Where are the ports, etc.?

Find the large islands in the East Indies. Determine the climate and the rainfall and then determine what they produce. All of the large islands have high mountains. Tell some of their history. All have tropical climate. Name some of the produce. Study separately New Guinea, Sumatra, Java, Borneo, Celebes and Philippine Islands. Study them from the standpoint of surface, climate, winds, etc., so that pupils may be able to determine what will grow there. Tell where rice, sugar cane and coffee are raised. What do you think prevents a higher civilization? Why is not the interior of some of these islands settled?

The geographical readers give much interesting reading on these islands. Assign island to each pupil for special report. Have them look up the history of the people. Let them write out the report and read it before the class.

Do not attempt too much but do well what you attempt. Make what you attempt a permanent possession. In these articles I have emphasized that there are certain minimum essentials that should be known about each of the continents. If this is well done, the pupils will have a basis for future study. It may not be study in the geography class. It will be in the future, at any time, business, story, or what not; if he knows these minimum essentials, he will always be adding facts to these things he has learned in the geography. If he does not know these essentials, he reads but does not connect his readings to any thing, therefore the time is lost and he gains nothing. He will carry this knowledge all thru his school work. He will continue to learn geography while he is studying general history. Even when he is reading Latin, he will be studying geography.

In all this geography study, it is the mission of the teacher to teach the fundamental principles of geography so that the pupils may build on these fundamentals all the remainder of their lives. Make what you teach a permanent possession.

## KEEP PEGGING AWAY

Men seldom mount at a single bound,  
To the ladder's very top;  
They must slowly climb it round by round,  
With a start and stop;  
And the winner is sure to be the man  
Who labors day by day,  
For the world has found that the safest plan  
Is to just keep pegging away,  
And so tho clouds may frown or smile,  
Be diligent day by day;  
Reward shall greet you after a while,  
If you just keep pegging away.

# THE PLEASURE LAND OF CENTRAL CALIFORNIA

(For valuable illustrated booklets of information regarding the San Francisco region and Central California, write "Tourist Association of Central California," 525 Market street, San Francisco, or 900 Lytton Building, Chicago, Ill. The booklets are free.)

Many Catholic educators who plan to attend the C. E. A. convention at St. Paul next summer will undoubtedly afterwards pay a visit to the Panama-Pacific Exposition at San Francisco, which is in the very midst of the veritable wonder region of Central California. The Golden Gate, San Francisco Bay, and the cities about it, set in a beautiful scenic environment, make the region one of unusual charm and interest to the tourist. The San Francisco Bay region, with its shore cities of San Francisco, Oakland and Berkeley, besides numerous other smaller cities and its island city of Alameda, offers unusual advantages for a summer sojourn of pleasure and profit. From any of these places the exposition grounds are easily reached by car lines or by steamer transportation on the bay. San Francisco has a



A Vista of Oakland from Lake Merritt Park



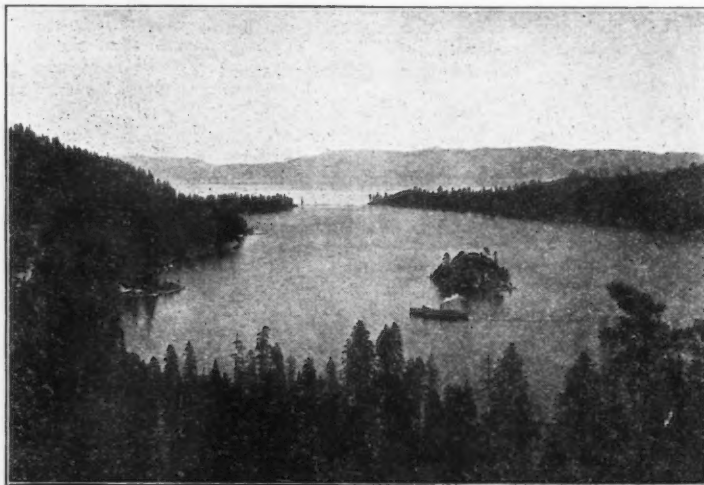
Lick Observatory on Mount Hamilton, 60 Miles from San Francisco

population of nearly 500,000, Oakland has over 200,000 population, and Berkeley, the home of California's magnificent state university, has about 50,000 population. Hotel and boarding facilities furnished by the cities around San Francisco Bay will accommodate vast numbers of visitors without crowding and at very moderate rates. The region known as Central California, lying to the east and to the north, and south of San Francisco, offers a great pleasure land for tourists. It is a marvelously beautiful and wonderful out-of-doors region. Little journeys to notable places of interest may be made for the expenditure of a few dollars and a few hours' time, or a journey may extend out into the Central California region for a distance of 200 miles or more. Special rates and special accommodations for carrying

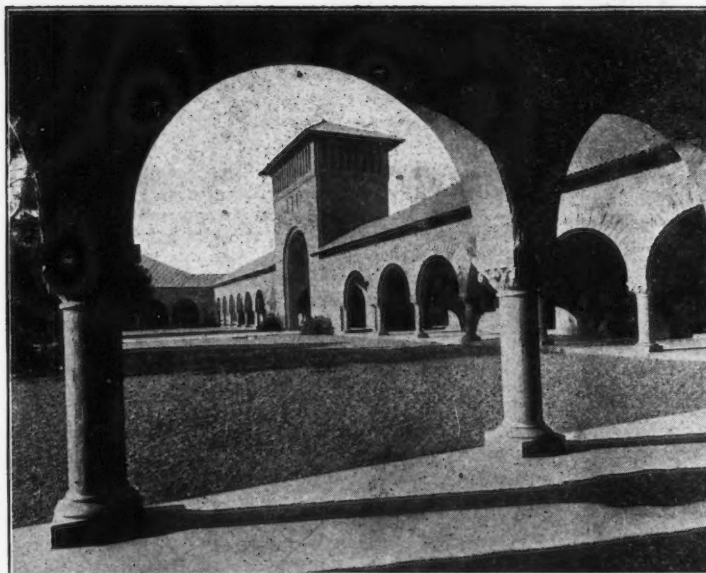
tourists will be provided thruout the season.

In this region are the lofty Sierra Nevada mountains, with their gorges and lakes, the world famous Yosemite Valley, the beautiful Lake Tahoe, the erupting volcano, Mt. Lassen, the extinct volcano, Mt. Shasta, the big trees of Redwood Park, grand canyons, waterfalls, beautiful valleys, and the attractive ocean beaches; all combine to make Central California a lure to traveling people in every part of the world. One can actually go from sea level to snow level in a few hours and between the two there is any sort of climate visitors may desire.

Besides countless places of scenic interest, there are the historic Franciscan missions, the attractions of the numerous open-air theaters, where plays under extraordinary settings



Emerald Bay, Lake Tahoe, 200 Miles East of San Francisco



The Arches of Quadrangle at Leland Stanford University, Santa Clara County, 28 Miles North of San Francisco

are given each season. One of the most famous of these is the Greek theater at the state university, where musical programs are rendered thru-out most of the year. Then there is the University of California at Berkeley, across the bay from San Francisco, and the Leland Stanford University is only twenty-eight miles away and the Lick Observatory sixty miles away.

A region of unusual interest is California Redwood Park, Santa Cruz County, about eighty miles from San Francisco, where are the famous big trees, some of them reaching from 300 to 350 feet in height. The park includes 3,800 acres.

Yosemite National Park lies almost directly east of San Francisco, about 150 miles as the crow flies, but 240 miles by rail and stage. Most California tourists will wish to visit this world-famous region if they have not already explored its marvelous scenic



Big Tree 300 to 350 Feet High, California Redwood Park, Santa Cruz County, 3,800 Acres, 80 Miles from San Francisco



Mount Lassen, Cal., a Recently Awakened Volcano, 150 Miles Northeast of San Francisco

wonders. There are good hotels and camps in the Valley to accommodate all visitors on conditions best adapted to California life in the open. The park includes 719,622 acres, rich in marvelous and stupendous works of Nature.

The N. E. A. at Oakland and the Panama-Pacific Exposition at San Francisco, with the easily accessible out-of-door attractions in Central California, offer the teachers of the United States a summer vacation sojourn unrivaled in opportunities for recreation and sight-seeing.

The National Education Association will be a meeting of unusual interest this year. The Panama-Pacific Exposition will be worth going across the continent to see. No world's fair ever had a more beautiful setting of land and sea than this one in celebration of the opening and operation of the Panama Canal. A month ago the exposition was 95 per cent, completed and the management reported

that exhibit space was over applied for. It also states that participation arrangements by the states of the nation are the greatest ever known in exposition history; that notwithstanding the European war, the exhibition has as active participants as many foreign nations as have ever been represented at any exhibition.

The transcontinental railways have fixed a very favorable round trip exposition rate to Oakland and San Francisco, which are in effect from March 1 to December 31, 1915. The round trip rate from Missouri River points including Omaha, Kansas City, St. Joseph, and Atchison will be \$50; the rate from St. Louis, Memphis and New Orleans will be \$57.50; from Chicago \$62.50. These rates are for round trip, with liberal stop-over privileges and the choice of going and returning by different routes



# Studies of Noted Paintings

Elsie May Smith

## LANDSCAPE WITH MILL—RUYSDAEL

To the traveler in Holland there is no sight so familiar as the vast, slowly moving windmills with their great outstretched arms and substantial structures built to withstand the storm and stress of many winters. To an artist the picturesqueness they give to a landscape is very pleasing.

Ruysdael, the greatest of Dutch landscape painters, treats this subject in his painting known as "Landscape With Mill." At once we feel the bold originality of his treatment, shown in the enormous windmill on the hillside, the magnificent cloud effects overhead, and the

zon; the dark water shadowed by the cape, and brilliance again in front where the waves are tipped with white crests of silvery foam. These waters wash the dark shore-line in the extreme foreground whose waving rushes give the only suggestion of a faint breeze found in the whole scene.

Here the artist has succeeded in the effort to paint his mood of sadness. But it is by no means all sadness, nor did Ruysdael intend it to be. There is warmth and cheerfulness as well.

### QUESTIONS FOR STUDY

This is a scene in what country? How do you tell?

What is the time of day? Where is the sun?

What do we mean by a landscape picture?

Do you like a landscape picture as well as one where persons form the chief interest?

Describe the windmill.

Describe the sky.

What would you think was about to happen judging from this sky?

What do you consider the most striking thing in this picture?

What is the time of day? Where is the sun?

What season of the year is this?

What is the body of water shown here?

How many vessels do you see upon it?

What kinds of vessels are they?

What separates the shore-line from the water?

How many people do you see on the land?

How are they dressed?

How many buildings do you see?

What are they?

Is there any vegetation in this picture? What kinds?

Where does the reflection of the sky fall?

How does this picture make you feel? Is it beautiful? In what sense?

### THE ARTIST

Jacob van Ruysdael was born in Haarlem in Holland about the year 1629. The exact date is uncertain. He was the greatest of Dutch landscape painters. He was, indeed, one of the first artists to paint pictures where the landscape, and not the people, was the center of interest. This was such an innovation, his contemporaries did not appreciate his pictures enough to buy them. In consequence his career was hampered by poverty and he died in an almshouse.

Better than any other artist does Ruysdael unite a feeling for the poetry of Northern nature and perfection in representing it. He generally chose the flat and homely scenery of his native land. This is usually shown with heavy clouded skies over an otherwise peaceful landscape. Thus a shower just past or impending is suggested. These dark skies, together with the gloomy sheets of water reflecting them, often shown by Ruysdael, give his pictures an air of melancholy, and are in keeping with his sad struggle with poverty and neglect.

Again Ruysdael loved to represent hilly and even mountainous districts with foaming waterfalls, or a pile of bare rock with a dark lake at its base. He also painted the sea, showing it with raging agitated waves whose movement and fluidity he represented with great truthfulness.



Landscape With Mill—Ruysdael

placid waters in the foreground. This picture is a fine illustration of a perfect command of chiaroscuro,—the distribution of light and shade in a picture. Such mingling of sunshine and shadow gives to the scene an air of sadness. The sun is sinking below the line of vision but its rays gleam upon the heavy clouds just ready to break into showers of summer rain. The shadows of the clouds are repeated in the surface of the quiet river. No breeze stirs the limp canvas\* of the little sailing boat. Against this background of quivering mottled sky, the gigantic windmill with its far-spreading arms stands out in clear relief. The arms look very graceful in the position given them here. Their dark masses stand out against the sky, thus increasing the effect of its lights and shadows. Notice the light and dark portions of the tower and how carefully all the details are given. Observe the cluster of trees at the base of the tower. Also the buildings above and behind the windmill. The tall masts of the boat, hidden behind the point of land, like the arms of the windmill, stand out clearly against the sky. Note the palisade fence along the water's edge, in deep shadow around the small cape, diffused with light in the foreground. Notice the three women with their white caps and aprons on the road above it.

The play of the lights and shadows upon the water is especially beautiful. There is the clear brilliance of the water in front and beyond the sailing boat, whose white sails contrast well with the line of gray hills on the hori-

His greatness and genius were discovered by later generations and some of his pictures have brought fabulous prices in modern times. Poor Ruysdael would have considered himself rich if he could have realized a fraction of these sums in his lifetime. His pictures are found in many of the most important galleries of Europe. He died in Haarlem in 1682.

## A HELPING HAND—EMILE RENOUF

This is a very attractive picture suggesting the simple joys of the fisherman's life. This little girl is trying hard to help her grandfather row the large boat, yet the massive oar looks strange in her small childish hands, which do not grasp it but only rest lightly upon it. Her willing spirit of helpfulness doubtless pleases her grandfather as much as more material assistance would do. He seems very proud and fond of his little grandchild and quite willing to humor her by letting her hold the oar in the belief that she is helping to reach the shore.

Notice the vast expanse of sea forming the background



A Helping Hand—Emile Renouf

of the picture, and the misty horizon which divides the sky from the water.

The quaint little girl, who is the central figure in the picture, belongs, with her grandfather, to the French peasant class, living in one of the fishing settlements on the coast of France. Notice how she is dressed—her apron, hood, kerchief and shoes. There is an intent look in her childish face as she gazes far ahead.

Her grandfather presents a striking contrast in many particulars. First there is the contrast in age. Note, too, the difference in the two faces—the little maid with her fresh, smooth complexion, and the old man with his furrowed weather-beaten countenance. Observe how he grasps the oar with sturdy strength and braces himself for the long pull. This is quite different from the delicate touch of his grandchild. Note the good-natured smile with which he watches her, also his dress—coat, cap and shoes.

The boat looks very strong and substantial, as we would expect a fisherman's boat to do. See the fishing net beside the little girl, and the other contents of the boat.

### QUESTIONS FOR STUDY

What is there in this picture that you like?

What lesson does this little girl teach us?

Where are these people? How does this man make his living?

How do we tell that the task of rowing is too much for the little girl?

Has her service then any value? If so, in what sense? How does the grandfather show his fondness for her? What is the season of the year? What kind of a day is it?

Why do we think that it can not be very cold?

What has the little girl on her head? What has the grandfather on his?

What are their shoes made of?

What kind of a boat is this?

What is in the boat besides the people?

Are they near the shore or far away from it?

### THE ARTIST

Emile Renouf was born in Paris, France, in 1845. He painted landscapes, marine views and every-day scenes of common life. His marine views are considered his best. Several medals were received by him for his work. In 1886 he visited this country, and while here had a studio in New York, where he painted pictures which were much admired. He died in Le Havre, in 1894.

### THE DUTCH WINDMILL

Deborah E. Olds in March St. Nicholas

This is the way the Dutch Windmill goes round:

High, then low; high, then low;  
Kissing the sky and the air and  
the ground,

Ho, oho, Ho, oho!

Arms spreading wide in the soft  
autumn breeze,

High, then low; high, then low;  
Fanning the flowers and grasses  
and trees,

Ho, oho, Ho, oho!

(The two subjects of art study presented in the foregoing as well as all the other subjects treated in previous numbers of The School Journal, may be obtained in various sizes, ranging in price from 1 cent each and up, from Perry Pictures Co., Malden, Mass.)

### A CIVIC CREED FOR DENVER CHILDREN

I am a citizen of Denver, of Colorado, and of the United States.

It is my right and my duty to make an honest living and to be comfortable and happy.

It is my privilege and my duty to help others to secure these benefits.

I will work hard and play fair.

I will be kind to all, especially to little children, to old people, to the unfortunate, and to animals.

I will help to make Denver a clean, beautiful, and law-abiding city.

These are the best services I can render to my city, my state, and my country.—On every copy of the New Denver Course of Study.

What education is, and how the young should be educated, are questions that require discussion. At present there is a difference of opinion as to the subjects to be taught; for men are by no means in accord as to what the young should learn, whether they aim at virtue or at getting the best out of life. Neither is it clear whether education is more concerned with intellect or with character.—Aristotle.

# Study of Poem with Historic Background

## A Method of Study for the Grades

W. H. Elson, Cleveland, Ohio

Among the various types of literature suited to the upper grades, the historic poem holds an important place. Unfortunately it is too often omitted entirely from school reading courses. Such poems furnish the best examples of courage, self-sacrifice, and devotion to duty. They not only furnish inspiration but they also provide models for emulation. They stimulate the imagination and stir the emotions; every youth to whom this baptism of feeling comes from reading a poem of heroic type cannot but be richer in courage to endure for the sake of right and duty. What child but would be strengthened by the feeling of heroism for the boy who planted the flag in the market place at Ratisbon, so effectively told in Browning's "Incident of the French Camp." What child would not feel the glow of patriotic feeling for Herve Riel (Browning), for Horatius (Macaulay), for Arnold Winkelried (Montgomery), for Richard Grenville, so beautifully told in Tennyson's "The Revenge"?

In the finest and best sense, historic poems are literature; they deal with the beauty of heroism; they have beauty of imagery, tho it be the rugged type as seen in Browning's "Incident of the French Camp;" and they have beauty of language. They are historic in the sense that they are fact-giving, and they offer an effective avenue for teaching the historic events with which they are related. In teaching these poems, it is well to bear in mind that they are taught primarily for literary ends and secondarily as a nucleus for the historic facts that cluster about the incident celebrated in the poem. They form a center around which to gather historical and biographical data of great value. The list should include not only those of our own country but also world-wide poems without regard to nation or time.

One of the gems of this kind of poems is Browning's "Incident of the French Camp." A suggestive outline for the study of this poem is given below, in the hope that it may serve in some degree to stimulate the wider use of this poem, thereby bringing to youth the inspiration to nobler heroism and greater course to endure.

### INCIDENT OF THE FRENCH CAMP

You know, we French stormed Ratisbon,  
A mile or so away,  
On a little mound, Napoleon  
Stood on our storming day;  
With neck out-thrust, you fancy how,  
Legs wide, arms locked behind,  
As if to balance the prone brow  
Oppressive with its mind.  
Just as perhaps he mused "My plans  
That soar, to earth may fall,  
Let once my army-leader Lannes  
Waver at yonder wall,"  
Out 'twixt the battery-smokes there flew  
A rider, bound on bound  
Full-galloping; nor bridle drew  
Until he reached the mound.  
Then off there flung in smiling joy,  
And held himself erect  
By just his horse's mane, a boy;  
You hardly could suspect—  
(So tightly he kept his lips compressed,  
Scarce any blood came through)  
You looked twice ere you saw his breast  
Was all but shot in two.  
"Well," cried he, "Emperor, by God's grace  
We've got you Ratisbon!  
The Marshal's in the market-place,  
And you'll be there anon  
To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!" The chief's eye flashed; his plans

Soared up again like fire.  
The chief's eye flashed; but presently  
Softened itself, as sheathes  
A film the mother-eagle's eye  
When her bruised eaglet breathes;  
"You're wounded!" "Nay," the soldier's pride  
Touched to the quick, he said:  
"I'm killed, Sire!" And his chief beside,  
Smiling, the boy fell dead.

#### Pupils' Aim:

To understand the poem and its relation to the events of French history. To enjoy the fine picture it gives of the heroic incident it portrays; to appreciate the heroism of the boy—a devotion that forgets even self; to read the poem well, thereby making others feel this devotion.

#### Teacher's Aim:

To use the poem to inspire heroism, and as an aid in picture-making; the boy showed great bravery; he was fearless; courageous, patriotic, and his story touches us; it stirs our imagination and emotions, enabling us to picture vividly and feel keenly—conditions that make for good reading; to use the poem to touch the heart, thru its dramatic portrayal of a brave boy's deed; this is to use the poem to establish ideals and mold character.

#### Second Step

##### Pupils' Preparation:

This poem is a fine expression of bravery and courage in a boy. Pupils might catch the spirit of the poem without locating the events in time or place. It is well, however, to use the poem also to beget interest in the historical and biographical facts with which it is related. So the teacher will send pupils to available sources—the glossary in their Reader and the historical and biographical notes—to learn about Napoleon; Pupils will be asked to bring to class pictures of him, showing characteristic poses; to locate on a map Corsica, Paris, Austerlitz, Ratisbon, Waterloo, St. Helena, and to tell what connection each has with the life of Napoleon; to come to class prepared to give the meaning of mused, prone, oppressive, anon, sheathes, "touched to the quick." Discuss the admiration of soldiers for such a leader; find stories of devotion of soldiers for other great generals, particularly Grant, Sherman, and Lee. The teacher will contribute to this discussion.

#### Third Step

##### Getting the Central Thought:

In order to get the poem before the class as a whole, getting the central thought and the movement of it, the teacher will read the poem to the class. In some cases a good reader in the class would be asked to read the poem aloud for this purpose, but this poem is difficult to read, hence the teacher should read it to the class; better still if she reads it twice.

General points should be noted before beginning the study of the individual stanzas. It will be noticed that the style of the poem is tense, rugged, jerky; the inverted order of the sentence occurs several times; e. g. the second sentence of the first stanza, the first three lines of the third stanza, and the last two lines of the poem. Notice, too, that the poem leads up to the climax, stanza by stanza, the greatest point of interest being left to the very last line of the poem. Compare the situation of France in that war with her situation in the present European war. What nations constituted the "Allies" that Napoleon was fighting? What nations compose the "Allies" in the present war?

#### Fourth Step

##### Studying the Separate Thought-units:

Stanza I: Notice that the verb is omitted from the second sentence (last four lines). What verb would you supply? What picture does the first line bring to your mind? (The old soldier who loves to tell his war experiences.) Read the line, bringing out the pride of the



soldier as he says, "We French." Show by your reading that the taking of Ratisbon was no small feat. In the next seven lines, we have a description of Napoleon, giving first his location and then his appearance. Notice how much Browning crowds into a few words. Try to make your reading show that each word means much. Do you think it a clever idea to think of Napoleon's characteristic attitude (pose) as having for its purpose to balance his massive brow?

Stanza II: From the musings of Napoleon, we realize how critical the situation was. Read "Lannes" to rhyme with "plans." What can you supply for the dash? Notice the change in the next four lines. The action is hurried. Name the words that give you an idea of speed. Read the stanza, making your listeners feel this.

Stanza III: You expected that this rider on such an important errand would be a man and you are surprised when the poet tells us it is "a boy." Show this in your reading. Which lines tell you how weak he was? ("and held himself erect," etc.). Read lines that tell of his courage.

Stanza IV: What preposition is omitted from the second line? (For) What pronoun is omitted from the sixth line? (My) Read the lines that give the boy's message. Which lines do you think he said with special pride? Notice that he gives the important news first, and then the proofs. Compare lines 31 and 32 with lines 9 and 10. "To see your flag-bird flap his vans." Notice that the poet has the boy speak of the flag as a "flag-bird," and to carry out the figure has him say "perched," and speak of the wings as "vans;" this unusual use of words lends interest and beauty to the poem.

Stanza V: What is the force of the repetition? (It intensifies the effect of the message upon Napoleon.) Napoleon feared for his troops under Lannes, but when he heard the news of victory "his plans soared up again like fire." Do you think a natural experience for a general? Why was the soldier's pride "touched to the quick?" (Because Napoleon, so occupied with the news of victory, should have a thought for him.) Did he have cause for smiling? Name the reasons. (Victory; he had been the one to place the standard in the market place; his was the honor to bear the message to the great Napoleon; Napoleon took notice of him and his condition.) How would he regard death compared with these? To what is Napoleon's sympathetic glance at the boy hero compared? Do you think this an apt comparison? Does Browning make you feel the courage and endurance of the boy?

#### Fifth Step

Final reading aloud of the whole poem for pleasure and to give unity to it concludes the study. In closing, let the class choose which member they would like to have read the first stanza, which one the second, etc., until five members are selected. It spurs readers to feel that their reading is being judged critically by their fellow pupils. If pupils have enjoyed the study of the selection they will ask to read it again during the year. Many pupils will be able to read much of the poem without the text before them. By still calling this "reading" rather than "reciting" a rich interpretation rather than a mechanical one is insured.

#### "WORDS CANNOT EXPRESS OUR DELIGHT"

This is only one expression out of thousands of letters received by the Greenfield Art Association of Greenfield, Ind., from teachers who have received the "Famous Riley Art Treasures." The plan to procure these excellent works of art from the birthplace of our beloved James Whitcomb Riley has proved so popular and so easy that schools in Canada, Cuba, Hawaiian Islands and all over the United States have taken advantage of it and upon receiving the Treasures have acknowledged their indebtedness to the association for extending them the privilege.

Your school also can easily procure this genuine oil painting of Riley's "Old Swimmin' Hole," size 30x40,

and the splendid old ivory bust of the famous poet, free of all cost to yourself or pupils.

You will find this unusual offer thoroly explained on the first inside cover of this magazine. Make sure you read it.

### HOME DECORATION

A phase of home decoration that can be brought into the schoolroom is the working out of color schemes for the various rooms. Certain colors, as red, are known to be excitable and irritating if seen constantly in large quantities. In sanitariums people affected nervously are placed in rooms of cooler colors than red. People afflicted with melancholia are more cheerful in warm, sunny rooms. The influence of color is felt by well people in a lesser degree perhaps but enough to add to our enjoyment or discomfort.

In selecting colors for rooms, consider lighting, use and size of rooms. For the north side of a house choose warm colors and on the south side cooler colors. For a bedroom on the north side, pink, yellow, or tan and for the south side green, blue or cooler browns. In rooms like a living room, darker paper would be more durable than the lighter ones of a bedroom. In nature we see blues, greens, and browns most often and are the most restful. Also in nature colors are usually grayed if seen at a distance and these are the ones that are more pleasant to look at constantly. Browns make the surest harmony because of their great variety of tints and shades varying from nearly orange to dark fumed oak. Bits of contrasting color usually fit into a brown room, whereas in other colored rooms gray at care must be taken to avoid a clash. A light paper makes a room look larger. A paper with a large figure in it might be used in a large room, but in a small room it would be too conspicuous. Avoid naturalistic flowers for borders. Roses would fade if hung on a wall or would be unpleasant to step upon in reality. Conventionalized flower designs are much to be preferred.

An old sample book of wall papers from the dealer in wall papers will be a great help. Furniture dealers too are usually glad to co-operate with the schools in supplying old catalogs. With the sample book before the class, go over the papers together, choosing those that would be most suitable for a living room, a dining room, a bedroom and a kitchen.

Let each child cut a sample of the paper he likes best and have him mount this at the top of a sheet of drawing paper. Then underneath paste a color of paper corresponding to the woodwork, another for the ceiling, one for the rug, hangings, etc. Pictures of the furniture for that room may be added. Make one for each of the rooms suggested and then bind into a booklet called "Home Decorations."

Or, take the measurements of a room and work it out to scale on a sheet of manila paper showing three walls, the floor and perhaps the ceiling, as suggested by the diagram. Mark out flaps and cut out. Then cut strips of wallpaper and paper the walls of the room. A darker paper may represent woodwork. Make a rug design on the floor. Be careful not to have too prominent a figure in it. Crayons or water colors may be used for a greater variety of color.

If there is a possibility that your schoolroom needs redecorating, open a contest for the best color scheme submitted by the pupils. Take the best one to the school board, as a suggestion for your room when they do have it redecorated. For this take only a section of a wall, drawing it to the scale of one inch to a foot, with the divisions for the picture molding and black-board ruled off. A drop ceiling is usually seen in schoolrooms because of the unusual height of the rooms. This is, like the ceiling, a trifle lighter than the rest of the side wall. A tan or gray green is the most satisfactory color. Make the woodwork a little darker.

# Children's Favorite Authors

Sarah J. Schuster

## HENRY WADSWORTH LONGFELLOW

On February 27 we celebrate the birthday anniversary of one of America's greatest poet-sons. The children claim Henry Wadsworth Longfellow as one of their peculiar favorites and in honor of his birthday I am sure that they will want to read something about his life, especially about his early life.

Baby Longfellow met peculiarly fortunate circumstances when he came to live among men. The morning of his life was full of sunshine, and as the day wore on into evening his fellow men felt what a perfect day his life had been. Longfellow was born in Portland, Maine, the rustic city which is described as "the beautiful town that is seated by the sea." The 27th of February dates his birth. He came from staunch New England stock; his great grandfather had been a blacksmith; his grandfather a schoolmaster; and his father a lawyer, once a member of Congress. Longfellow could trace his family back to John Alden and Priscilla, about whom he wrote the charming tale, "The Courtship of Miles Standish." A worthy heritage of goodness and bravery fell to the poet's lot and early in childhood he began to show the beginnings of a just heart and an intelligent mind which had characterized his forefathers. The fertile soil of good ancestry had produced a worthy plant.

When little Henry was three years old he was sent to a school kept by Ma'am Fellows. She believed that every child who was old enough to enter school could understand that it was not proper to smile in school hours. In spite of this rule, which we would imagine would be enough to make a boy dislike his teacher, Longfellow wrote of her in after years: "My recollections of my first teacher are not vivid, but I recall that she was bent on giving me a right start in life; that she thought that even very young children should be made to know the difference between right and wrong; and that severity of manner was more practical than gentleness of persuasion. She inspired me with one trait; that is a genuine respect for my elders."

The story is told how Henry Wadsworth Longfellow wrote his first composition. He told his teacher that he could not write a composition. He asked the boy kindly, "Can't you write words?"

"Yes," answered Longfellow.

"Then you can put words together," replied the teacher.

"Yes sir."

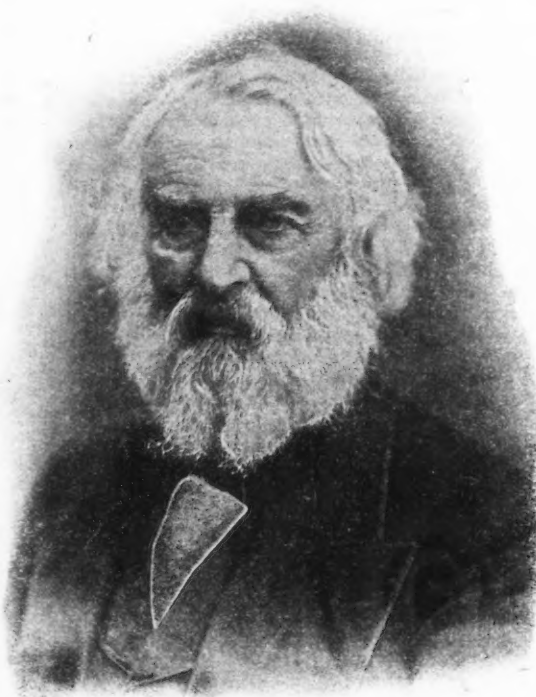
"Then," said the teacher, "you may take your slate and go behind the schoolhouse and there you can find something to write about; then you can tell what it is, what it is for, and what is to be done with it; and that will be a composition."

In a short time Henry Longfellow returned with the story of a turnip neatly written upon his slate.

At thirteen Longfellow wrote his first poem. This was never published but shortly after he wrote another, which his schoolmates encouraged him to drop into the editor's box of one of the Portland newspapers. When the boy found that his poem was not printed for several weeks, he went to the office and asked for his manuscript. He then gave it to the editor of the other Port-

land paper who accepted it gladly and printed all that the gifted boy wished to contribute.

The poet's father was a trustee of Bowdoin College, and when Henry was fourteen years old he and his older



Henry Wadsworth Longfellow

brother were sent to Bowdoin to complete their education. There happened to be a group of men at that college at the time when Longfellow entered, all of whom became famous: Hawthorne, the novelist; Franklin Pierce, who later became the President of the United States, and John C. Abbott, who wrote histories for young people. One of his teachers describes Longfellow as "an attractive youth, with auburn locks, clear, fresh, blooming complexion, and, as might be presumed, of well-bred manners and bearing." One of his classmates writes of him: "I remember Longfellow distinctly as of youthful appearance, as uniformly regular and studious in his habits, rather disinclined to general intercourse, maintaining a high rank for the excellence of his compositions, as did Hawthorne also."

Longfellow's life at Bowdoin was full of quiet and happiness. After graduation his father wished to have him study law. Longfellow, however, desired to go to Cambridge, and with a dignity that showed the respectful relation father and son took to each other, the young poet wrote: "The fact is—and I will not disguise it in the least, for I think I ought not—the fact is, I most eagerly aspire after future eminence in literature; my whole soul burns most ardently for it, and every earthly thought centers in it."

The wise father gave his consent but instead of going to Harvard young Longfellow was elected to fill a professorship of Modern Languages in his Alma Mater. Three years for preparation in Europe were granted

him. About his experiences abroad you may learn if you will read "Outre-Mer." While in Europe his mother wrote to him, "I will not tell you how much we miss your elastic step, your cheerful voice, your melodious flute." His father wrote to him: "In all your ways remember God, by Whose power you were created, by Whose goodness you are sustained and protected." In writing to his father, the poet said: "I feel no anxiety for my future prospects. Thanks to your goodness, I have received a good education. I know you cannot be dissatisfied with the progress I have made in my studies. I speak honestly, not boastfully. With the French and Spanish languages I am familiarly conversant, so as to speak them correctly, and write them with as much ease and fluency as I do English. The Portuguese I read without difficulty and with regard to my proficiency in the Italian, I have only to say that all the hotels where I lodge took me for an Italian until I told them that I was an American."

When twenty-two years old Longfellow took his professorship at Bowdoin. He was an unusually delightful teacher and all of his students loved him. The poems which he wrote up to this time were published in magazines and even found their way into readers, but he received no money for his work. While professor at Bowdoin, Longfellow married Mary Storer Potter, the daughter of a well-known judge. When Longfellow had taught at Bowdoin for two or three years, Harvard University decided to create a chair for Modern Languages and Longfellow was asked to fill the position. In preparation for this work, he again went to Europe for study. Away from his country and home, the first great sorrow of his life struck the poet; his young and beautiful wife died. The stricken man kept on in the even tenor of his way. He remained at his study. His gentle wife hovered near his poet's mind and with touching beauty he writes of her:

"And with them the Being Beauteous,  
Who unto my youth was given,  
More than all things else to love me,  
And is now a saint in heaven."

When Longfellow returned to America he went to Cambridge to take up his work at Harvard. Here he roomed in the famous Craigie House, where General Washington after the battle of Bunker Hill had his headquarters. The quiet beauty of this remarkable house and its surroundings nurtured the poet's fancy and here at rest with the world his heart spoke in its native tongue. The "Psalm of Life" and most of his other world-renowned poems were created in this historic spot. Many friends were attracted to the congenial professor. A club consisting of Charles Sumner, Professor Felton, George S. Hillard (Sumner's law partner), and Henry R. Cleveland met every Saturday afternoon in Longfellow's room. It is at this time, too, that Hawthorne and Longfellow became good friends. They had known each other in college, but not intimately. Charles Sumner, who later became the great slavery agitator, influenced Longfellow to write "The Slave's Dream" and "The Slave in the Dismal Swamp." Emerson, too, at this time became one of Longfellow's friends.

Thruout the years at Cambridge, altho Longfellow produced some of the poems for which he is most loved today, he received no money for his work. His cousin, John Owen, who kept a book store in Cambridge, believed that Longfellow ought to have his poems published in a book. Longfellow, naturally shy, consented to have the poems published, but wished to have his name withheld. His friends, however, urged that his name should accompany the volume, and he finally agreed that it should be so. The volume was entitled "The Voices of the Night," and contained the "Psalm of Life" and many other poems of rare beauty. The

lines, in their simple sincerity, went straight to the heart of the people, and their author found himself famous.

While studying in Switzerland, after his wife's death, Longfellow met Mr. Nathan Appleton, a rich man who was traveling with his family. Young Longfellow admired the daughter, Frances Elizabeth, and upon his return to America wrote his romantic poem "Hyperion." Six or seven years after their meeting, Longfellow married Miss Appleton. Five children, two sons and three daughters, completed the Longfellow household. The family lived in the greatest happiness. Everyone who knew the poet loved him. To his students he was a friend as well as teacher. This period of restful happiness called forth the "Tale of Acadia," "The Courtship of Miles Standish," and "Hiawatha." The children will perhaps study one of these poems at school, and the charming cadence of the lines, with the beauty of the thought-pictures, will surely lure them on to read all three of these works.

In 1861 Mrs. Longfellow was burned to death. While amusing the children making seals, a bit of burning wax fell on her dress and in a moment she was aflame. Longfellow threw a rug around her and tried to extinguish the flame, but he could not rescue her. He burned himself so badly that he was unable to attend his wife's funeral. This was the second great sorrow in the poet's life. He never fully recovered from the shock, but we are told that he bore his affliction with a manliness that befitted the author of the "Psalm of Life."

On May 27, 1868, Mr. Longfellow again visited Europe. Great honor was paid him by Americans before he sailed and in Europe he received unusual distinction. The University of Cambridge conferred on him the degree of Doctor of Laws; at Oxford he received the degree of J. C. D. He visited with Tennyson. At Windsor he interviewed the Queen. Speaking to Theodore Martin, the man who wrote the biography of Prince Albert, the Queen said: "I wished for you this morning, for you would have seen something that would have delighted you as a man of letters. The American poet, Longfellow, has been here. I noticed an unusual interest among the attendants and servants. I could scarcely credit that they understood who he was. When he took leave, they concealed themselves in places from which they could get a good look at him as he passed. I have since inquired among them, and was surprised to find that many of his poems are familiar to them. No other distinguished person has come here that has excited so peculiar an interest. Such poets wear a crown that is imperishable."

When Longfellow returned from Europe he continued to write. The translation, "The Divine Comedy," and "The Divine Tragedy" were produced. The last years of the poet's life were crowned and recrowned with the appreciation of friends from all parts of the world who felt the rare purity of his soul thru the simple lines of his verses. In Cambridge he was honored with reverence such as only true love can call forth. On the occasion of his seventy-second birthday the children of the city presented him with an arm-chair made from the wood of the old horse chestnut tree, made famous in the poem, "The Village Blacksmith." The tenderly beautiful poem, "From My Arm-Chair," was written in gratitude to his young friends.

On the 27th of March, 1882, the poet died. Longfellow's life was a pattern of nobility. As he worked one rare design of experience after another, the beauty of his character radiated the lines he penned.

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Have you a receipt showing payment of your subscription for this school year? If not, make it a point to send in payment at an early date.



# Language Stories for Lower Grades

Carolyn Ebright

## SAMUEL'S PONY

Samuel was a little country boy. He had no brothers or sisters. The school house was three miles away, and he had never gone to school. Mother had taught him to read and write, but he longed for the time to come when he could go to school, like other boys. They had told him of the fun they had playing ball and running and jumping. But one day late in October his father came home from a sale leading a little bay pony. Father called, "Here son, come try your birthday present and bring the cows home." Samuel was used to riding, and in a few minutes he was going down the road, clipperty, clipperty, clap!

The next morning he started to school. He waved mother a happy goodbye as he went down the road, clipperty, clipperty, clap!

## CRACKERS

Jean was so fond of crackers that papa often told her that some day she would turn into a big cracker.

One day, while visiting in the city, Cousin Will took her to visit a cracker factory. She saw the big store-rooms filled with sacks of flour, sugar and salt, and barrels of vanilla and powdered sugar. Then she saw the big flour sifters and dough mixers. In another room a large machine was rolling and marking the dough and laying it upon large trays. The men placed these trays in the oven. Some of the dough was sweetened and cut into round or square shapes. But best of all, Jean liked to see the little cakes dipped into the frosting. She saw ten different kinds of crackers and cakes made and the guide gave her some to eat.

Jean never forgot her visit to the big cracker factory and says that she likes crackers better than she ever did.

## THE STORY OF THE MATCH

One cool evening Mrs. Rogers asked Tommy to bring a match, that she might light the grate fire. Tommy ran for the match and begged mother to let him "strike it." After he had struck it, and the fire was burning brightly, they sat down in front of it, and the little match told this story:

"Long ago there were no matches. People used to rub two dry sticks together until it produced a spark. Then they could kindle a fire. But it often took an hour to get it started. They they found that they could get a spark quicker by striking a stone on a piece of iron ore, and holding a splinter till it caught fire. Then if they dipped the splinter in sulphur it would burst into a flame. Later they mixed several chemicals together and placed on the end of a small stick. Then the 'match,' as we call it, would light by rubbing it on anything dry. This match is the kind you have today and in one year the United States uses 150 billion of us."

## RALPH

Ralph was a dear little boy, but he had one fault—when anything didn't suit him, he would pout. His little sister called it "dumping." If his brothers or sisters would not give him their playthings he would run away and hide his face. Then the loving brother or sister would immediately hunt him and give him the desired plaything. Ralph played the same trick with father and mother. This made them very unhappy. Mother often talked with him about it and he would feel sorry, but the next day he would forget.

One day when mother was baking pies Ralph asked for a piece of dough. Mother told him to wait until she made the pies. He ran out of the house, and mother sighed for she knew that Ralph was going to "dump."

Presently Rob came running in, all out of breath. "Oh mother," he called, "Mr. Mills has come to take us

to the country in his car. May we all go?" "Yes," said mother, and they began a hasty search for Ralph. They could not find him, so went without him. The big car was barely out of sight when Ralph came from the plum thicket. He cried bitterly when his mother told him what he had missed, and was very unhappy all day, but he never "dumped" again.

## KETO

Keto lived long, long, ago, before there were any houses or towns. He lived with his father and mother and several friends. They lived in tents and would only stay a few days in one place. Then the men would get on their horses and ride ahead and find another good camping place, where there was water and grass for their horses, camels, sheep and goats. The women and children would take the tents down and pack them, and their cooking utensils, and clothes, on the camels' backs, and the boys would drive the flocks of sheep and goats.

Keto often went hunting with his father, for they lived on meat, berries, and goats' milk. His mother made their clothes out of the skins. He helped his mother cure the animal skins, make butter and cheese, and weave mats and sew. His father built sheep folds, sheared the sheep and kept the wild animals away.

In the evening they would all sit around the fire and tell stories and sing songs. Keto was a happy little boy and loved this care-free life.

## THE WHITE SWAN

Teddy was visiting his Uncle Joe who lived by the lakes. Mother had said that he might stay all summer if he was a good boy. Teddy loved the water and was looking forward to a happy summer. Uncle Joe had charge of the boat-house and was busy painting a new boat, white. The boat, which was a very pretty one, was shaped like a swan, and Uncle Joe had named it "The White Swan."

The next day when Teddy went to look at "The White Swan" he found Jim, a neighbor boy, examining it. Isn't she a beauty?" said Teddy. "Yes," said Jim, "let's try her." "Oh! no, Uncle Joe wouldn't want us to," said Teddy. "Oh, he wouldn't care," said Jim. "He has lots of boats; come on and let's lift her into the water." Jim coaxed and finally Teddy consented. They dragged the boat to the water's edge, got some oars, and sprang into it. "The White Swan" glided smoothly over the water, until they reached the swift current. Then Jim could not manage it and Teddy did not know how to help. It ran into some rocks, turned over, upsetting the boys and breaking the boat. The boys called for help and some men rescued them. But the beautiful "White Swan" was ruined.

## THE KITTEN

One morning when Helen was playing in the orchard she heard a little me-ow. She stopped and listened and this time there were three sad little me-ows. Helen knew by the weak cry that some poor kitten was in trouble. She parted the weeds and bushes and soon found a poor little white kitten.

Its coat was dusty and one of its little feet was bleeding. It looked so tired and forlorn that Helen picked it up and hugged it in her motherly little arms. Then she ran to the house with it, got a pan of water and a cloth, and bathed its poor tired feet. Mother gave her a saucer of milk for it, and Helen made it a bed in a basket and set it by the fire.

A few hours later when Helen looked at her new pet, she hardly knew it. Pussy had washed her coat and it was now a beautiful white. She purred softly to Helen, trying to say, "Thank you for your kindness."

## Fairy Valentines.

MARION MITCHELL.

CHURCHILL—GRINDELL,  
Authors and Publishers of Children's Songs.

1. A mil - lion ti - ny snow-flakes Came danc - ing down to earth; They filled the gloom of  
2. And ev - 'ry ti - ny vio - let, Each rose and dal - sy too, Be - neath earth's win - ter

win - ter With glad - ness and with mirth, They kissed the lone - ly pine - trees, And  
blan - ket, Smiled to her - self; she knew That snow-flakes come from fair - ies, And

all the with - ered vines Reached out their arms to wel - come The fair - ies' val - en - tine.  
warm be - neath the snow, She heard the snowflakes' mes - sage, Which is, "I love you so!"

## CHORUS.

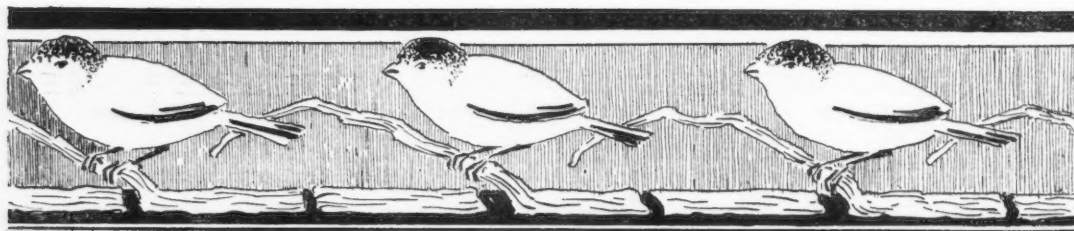
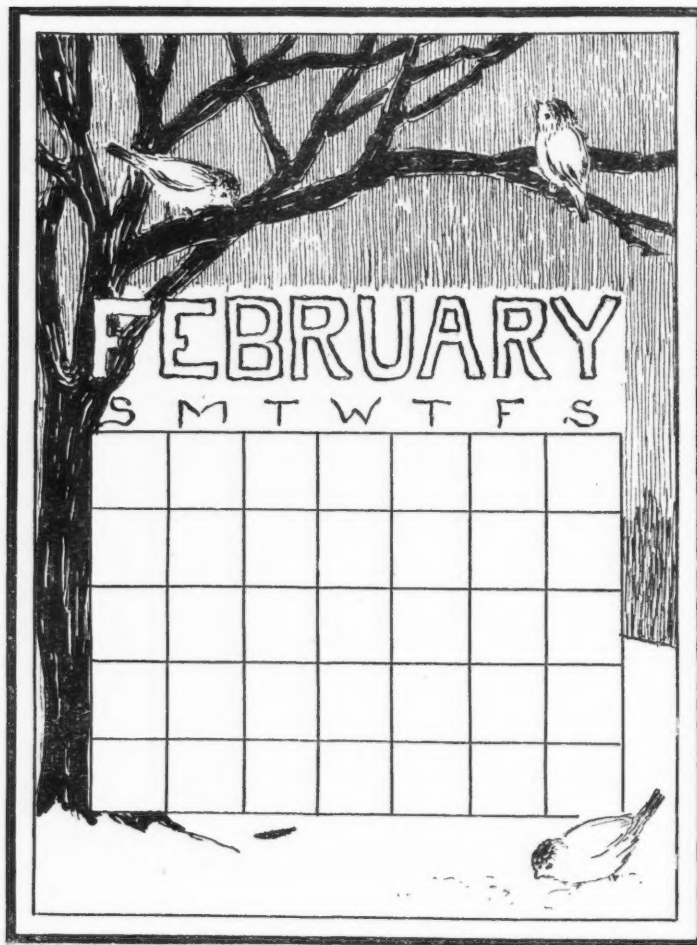
Val - en - tines! waft - ing down Kind - ness from a - bove,

Out of the air where the fair - ies dwell, Lit - tle white gifts of love.

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## February Drawing and Handicraft

May B. Moulton, Supervisor of Drawing, State Normal, Oshkosh, Wis.





The Catholic School Journal

# School Entertainment

361

## A WASHINGTON RECEPTION

Willis N. Bugbee, Syracuse, N. Y.

### Characters

George Washington, Benjamin Franklin, Silas Deane, Thomas Jefferson, Paul Revere, Marquis de La Fayette, Patriots (disguised as Indians), Minutemen (three or more), Martha Washington, Betsy Ross, Revolutionary Dames (any number), Sambo (a colored servant).

### Costumes

Revolutionary costumes. Wigs, if possible, for Washington, Franklin, Jefferson, etc.

### SCENE

A room at Mount Vernon.

### Time

Period immediately following the war.

George and Martha Washington are discovered seated near center of stage.

**Geo. W.**—Well, Martha, at last the war is over and the colonies are free.

**Martha W.**—For which we should be very thankful indeed, tho a great many brave men have lost their lives in the struggle.

**Geo.**—True, many lives have been sacrificed that we who survive may enjoy the freedom and independence from the yoke of England.

**Mar.**—And the whole populace unites in giving you the praise for the splendid victory.

**Geo.**—Not to me, Martha, should the praise be given, but to the brave soldiers who fought and suffered and bled thru the long, bitter years. To them be all the glory and honor of this grand victory.

**Mar.**—And tonight they are coming to celebrate it with us.

**Geo.**—Yes, and to partake of the tea on which no tax is levied.

(Enter Sam.)

**Sam**—De guests am a-comin', Marse George. Dar's two ob dem at de do' now.

**Geo.**—Show them in, Sam. We are ready to receive them.

**Mar.**—Yes, Sam, show them in at once.

**Sam**—Yessum, I show dem right in, but dey's de queeres' lookin' kin' ob guests. I reckon dey's Injuns. (Exeunt Sam.)

**Geo.**—Now shall we welcome the heroes of a new nation.

(Enter Patriots, disguised as Indians.)

**Geo.**—Welcome, noble men of the forests—why—er—you're not Indians after all.

**First Man**—Ha! ha! Only in disguise, General. You haven't forgotten the Boston Tea Party?

**Geo. W.**—Far from it.

**First Man**—Well, we were members of that famous party and we wish to present to you one of the tomahawks used by us on that eventful night.

**Geo. W. (taking hatchet)**—And which struck one of the first blows for independence.

(Enter Paul Revere.)

**Mar. W.**—Now see! F're comes the messenger of the Revolution.

**Paul**—Yes, I was the messenger of Lexington and Concord. As soon as I saw the signal light in the Old South Church I rushed forth

"To give the alarm

Thru every Middlesex village and farm,

For the country folk to be up and to arm."

And this lantern that I now present to you, General, is the same one which hung in the old belfry tower. (Hands lantern to Gen. Wash.)

**Geo. W.**—Thank you, Paul Revere. You did a noble service for your country.

**Paul**—Look! Yonder are some of the very men, if I

mistake not, whom I awoke from their slumbers on that April night, and who fought so well to defend the bridge at Concord.

(The "Concord Hymn" may be recited by girl or boy at side of stage.)

(Enter Minutemen.)

**Geo. W.**—A hearty welcome, my brave minutemen. (They shake hands.)

**First M. Man**—Aye, minute men indeed, when it comes to fighting the Red Coats, but they'd certainly have caught us napping for once if it hadn't been for Paul Revere. He's a real hero, sir.

**Second Man**—And another hero was Gen. Warren of Bunker Hill. I well remember how he fell fighting at my side.

**Geo. W.**—Not a braver man was there in the whole Revolution than he.

**Second Man**—You're right, sir, and today I've come to present to you the "Sword of Bunker Hill" (hands sword to Wash.)

(Chorus at side of stage may sing stanza of "The Sword of Bunker Hill," if desired.)

**Geo. W.**—Many thanks. I shall ever keep it hanging on the wall, in memory of that heroic struggle.

**Third Man**—And I would shake your hand, General, in remembrance of that winter of '76 and '77 at Valley Forge. Do you remember it?

**Geo. W. (Shaking hand)**—Ah, yes, now I recall your face. That was a fearful time, sir; one that I shall never forget. It is one of the bitterest memories of the war.

**Sam (at door)**—Hyah comes a lady to see yo', Marse Washin'ton. Shall I show her in?

**Mar. W.**—Why, of course, Sam. She is one of our guests, no doubt.

(Enter Betsy Ross, with new flag.)

**Geo. W.**—See, Martha, it is our old friend Betsy Ross. (To Mrs. R.) Welcome to Mount Vernon, Mrs. Ross. (Shake hands.)

**Mar. W.**—Yes, we are very glad to have you with us, Betsy. And your worthy husband—where is he?

**Betsy**—He would gladly have come with me, but business detained him. However, I thought that I could not miss this reception, so I came on alone. I hear nothing but the highest praise for you since the war. I have made another flag for you. The other must be nearly worn out. (Hands flag to Washington.)

**Third Min. Man (holding up a ragged flag)**—Here it is, Mrs. Ross. There isn't much left of it now, but we prize it all the more because it led us on to victory.

**2nd Min. Man**—I say, let's give three cheers for the first stars and stripes and for the maker as well. (All cheer.)

(Song, by chorus, "Flag of the Free.")

(Enter La Fayette.)

**Mar. W.**—Oh! The Marquis de La Fayette!

**La F.**—Good evening, Monsieur and Madam Washington. Am I late in coming?

**Geo. W.**—No, Marquis, I have never yet known you to be tardy, and even tho you were, our doors are always open to you. (They shake hands.)

**La F.**—Just now as I entered I heard these brave soldiers cheering for the Stars and Stripes, and it took me back again to the days of Brandywine and Valley Forge and Monmouth, and I would entwine once more the colors of France with those of America.

(Song, "Union and Liberty," as La Fayette twines or drapes the French flag about the U. S. flag.)

(Enter Sam, followed by statesmen.)

**Sam**—Hyah yo' is, gemman. Hyah's de gen'rul an' all his visitors. (Bows himself out.)

**Franklin**—"Better late than never," as Poor Richard said.

**Mar. W.**—Well, well, if it isn't Doctor Franklin and Mr. Jefferson, and Mr. Deane.

**Geo. W. (shaking hands)**—We are very glad to see you again. We already have with us some of the soldiers and heroes of the war, but this gathering would not be complete without the councilors and statesmen. It needed more than the art of soldiery alone to win the struggle for independence.

**Jeff.**—To my good friends, Franklin and Deane, do we owe much for their great influence abroad.

**La F.**—To which I myself can testify.

**Franklin**—And to my equally good friend, Jefferson, are we indebted for his wise counsel and his ever-ready pen.

**Jeff.**—Allow me at this time to present to you, General Washington, the pen with which the Declaration of Independence was written. (Hands quill pen to Washington. Music.)

(Enter Sam.)

**Sam**—Marse Washin'ton, hyah's a lot mo' ladies wat hab come to see yo', but dey didn't gub no names.

(Enter Ladies.)

**First Lady**—We are the mothers and wives and daughters of the men who helped to win the independence of the colonies.

**Geo. W.**—Welcome, ladies. I am glad, indeed, to shake hands with you, for I feel that we owe you a debt that we can never repay. I fear, too, that many of us do not appreciate all that you have suffered and sacrificed for your country's sake.

**Second Lady**—It is enough that you have won for us our freedom, and you will repay it many times over by continuing to preserve that freedom in the years that are to come.

**All**—We will do it! We will do it! The flag of our union forever.

(An appropriate song may be rendered by singers off stage, those on stage joining in chorus. Meanwhile all form in group for final tableau. Colored lights, if desired.)

Curtain.

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## LONGFELLOW'S BIRTHDAY PROGRAM

Marion Mitchell

(Note: Henry Wadsworth Longfellow is so beloved by children that his birthday should not be passed by without due observance. The following informal program may be prepared in connection with school work.)

**First Pupil**—One hundred eight years ago today, in a great square house in Portland, "City by the Sea," Henry Wadsworth Longfellow was born. It was a quiet, well ordered home. The gentle mother loved music, art and poetry, while the father was a leading lawyer. When Longfellow was still a very tiny boy he was very proud of the fact that he was a descendant of real Pilgrims. The John Alden and Priscilla Mullens of the Mayflower were his ancestors. Do you wonder that he was proud? He was so fond of this story that he has written it for the boys and girls to read. We can see with what glowing pride he speaks of Priscilla. "Beautiful with her beauty, And rich with the wealth of her being."

**Second Pupil**—Longfellow was just like many another bookloving boy. Almost any summer day you could have seen him, blue-eyed, and brown haired, lying under an apple tree. What do you suppose he was doing? Perhaps he was reading "The Arabian Nights," or "Robinson Crusoe," for they were favorites. But more often, he read Irving's "Sketch Book," and he loved even the covers of this.

**Third Pupil**—Every true boy loves his home city. Longfellow was thinking of Portland when he wrote:

"Often I think of the beautiful town  
That is seated by the sea;

I remember the black wharves and the ships,  
And the seaside tossing free;  
And Spanish sailors with bearded lips,  
And the beauty and mystery of the ships,  
And the magic of the sea."

We can picture the boy down at the

seaside as the boats come in. The sights and sounds of Nature appealed to him so strongly. There was a woodland near his home in which he loved to walk. Long years afterward he writes:

"I can see the breezy down of groves,  
The shadows of Deering's Woods;  
And the friendships old, and the early loves,  
Come back with a Sabbath sound, as of doves  
In quiet neighborhoods."

And at the end of each verse comes the lines:

"And the voice of that fitful song  
Sings on and is never still;  
A boy's will is the wind's will,  
And the thoughts of youth are long, long thoughts."

**Fourth Pupil**—Longfellow was a modest boy. Shall I tell you how his first poem was published? The name of it was "The Battle of Lowell's Pond." One day he slipped it into the letter box of the leading Portland newspaper, and then ran away. Several times he came back and peeked thru the office windows, wondering if any of the men were working on his poem. When the paper was issued and he saw his verses in print, he was so happy that he afterward said, "I don't think any literary success of my life has made me quite so happy."

**Fifth Pupil**—How he did love children! And they loved him too. What wonderful evenings his own girls must have had listening to his marvelous tales from his own lips. He loved the hour when daylight dies, for then he could be with his own children.

(Recites:)

"Between the dark and daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations,  
That is known as the Children's hour."

"I hear in the chamber above me  
The patter of little feet,  
The sound of a door that is opened  
And voices soft and sweet."

"From my study, I see in the lamplight,  
Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
And Edith with golden hair."

"A whisper, and then a silence;  
Yet I know by their merry eyes  
They are plotting and planning together  
To take me by surprise."

"A sudden rush from the stairway,  
A sudden raid from the hall!

By three doors left unguarded  
They enter my castle walls.  
"They climb up into my turret  
On the arms and back of my chair;  
If I try to escape they surround me;  
They seem to be everywhere."

They almost devour me with kisses,  
Their arms about me entwine,  
Till I think of the Bishop of Bingen  
In his Mouse-Tower on the Rhine."

"Do you think, O blue-eyed banditti,  
Because you have scaled the wall,  
Such an old moustache as I am  
Is not a match for you all?"

"I have you fast in the fortress  
And will not let you depart,  
But put you down in the dungeons  
In the round tower of my heart."

"And there I will keep you forever,  
Yes, forever and a day,  
Till the walls shall tumble to ruin,  
And moulder in dust away."

**Sixth Pupil**—I, too, want to tell you how much our poet loved children. We like the poem in which he tells just what children mean to this world.

"What the leaves are to the forest,  
With light and air for food,  
Ere their sweet and tender juices—  
Have hardened into wood,—

"That to the world are children;  
Thru them it feels the glow  
Of a brighter and summer climate  
That reaches the trunks below."

"Come to me, O ye children!  
And whisper in my ear  
What the birds and winds are singing  
In your sunny atmosphere."

"Ye are better than all the ballads  
That ever were sung or said,  
For ye are living poems,  
And all the rest are dead."

**Song by School**—"Excelsior!" words by Longfellow.

**Seventh Pupil**—

"Ye whose hearts are fresh and simple,  
Who believe, that in all ages  
Every human heart is human,  
That in even savage bosoms  
There are longings, yearnings, strivings  
For the good they comprehend not;  
Listen to this simple story,  
To this Song of Hiawatha."

Scene between Old Nokomis and little Hiawatha, dressed in Indian costumes. They look out window.)

**Hiawatha**—(Whispers.) What is that, Nokomis?

**Nokomis**—(Smiling.)

Once a warrior, very angry,  
Seized his grandmother and threw her  
Up into the sky at midnight;  
Right against the moon, he threw her;  
'Tis her body that you see there.

Hiawatha—

What is that, Nokomis?  
What is that, Nokomis?

## Nokomis—

That is but the owl and owlet,  
Talking, scolding at each other;  
Talking, scolding at each other.

(Exit or step back.)

**Eighth Pupil**—After Longfellow was married he lived in Cambridge, Massachusetts. Dexter Pratt was the blacksmith there, and a "spreading chestnut tree" grew in front of his shop. And,

"The children coming home from school  
Look in at the open door,  
They love to see the flying sparks,  
And hear the bellows roar."

By and by it was decided that this beloved tree must be cut down in order that the street be made wider. Longfellow was grieved, for he loved the tree. On his seventy-second birthday the Cambridge children presented him with a chair made from his old friend.

He showed his appreciation by writing this poem for them:

"Am I a king, that I should call my own  
This splendid ebon throne?  
Or, by what reason, or what right divine,  
Can I proclaim it mine?"

"Only, perhaps, by right divine of song  
It may to me belong;  
Only because the spreading chestnut tree  
Of old was sung by me.

"And now some fragments of its branches  
 Bare,  
 Shaped as a stately chair,  
 Have, by my hearthstone, found a home at  
 last,  
 And whisper of the past.

"I see the smithy with its fires aglow,  
The blossoms and the bees,  
And hear the children's voices shout and call,  
And the brown chestnuts fall.

“And this, dear children, have ye made for  
me  
This day a jubilee,  
And to my more than three score years and  
ten  
Brought back my youth again.

"Only your love, and your remembrance could  
Give life to this dead wood,  
And make these branches, leafless now so  
long,  
Blossom again in song."

And in his library, which is kept as in the olden days, we may still see his chair.

**Song—"O Hemlock Tree!"** by school.

### Quotations from Longfellow—

"Not in the clamor of the crowded street,  
Not in the shouts and plaudits of the throng,  
But in ourselves, are triumph and defeat."

"The day is done; and slowly from the scene  
The stooping sun up-gathers his spent shafts  
And puts them back in his golden quiver."

"Lives of great men all remind us  
We can make our lives sublime;  
And departing, leave behind us  
Footprints on the sands of time."

"Act that each tomorrow  
Finds us farther than today.

"Out of the bosom of the air,"  
Out of the cloud folds of her garments shaken,  
Over the harvest fields brown and bare  
Silent, and soft, and slow  
Descends the snow."

"He who serves well, and speaks not, merits  
more,  
Than they who clamor loudest at the door."  
"The heights by great men reached and kept,  
Were not attained by sudden flight:

But they, while their companions slept  
Were toiling upward in the night."

"Each heart has it haunted chamber,  
Where the silent moonlight falls!  
On the floor are mysterious footsteps,  
There are whispers along the halls!

"My work is finished; I am strong  
In faith, and hope, and charity;  
For I have written the things I see,  
The things that have been and shall be,  
Conscious of right, nor fearing wrong,  
Because I am in love with love,  
And love is life."

**Song**—Serenade from "The Spanish Student."

Stars of the summer night!  
Far in yon azure deeps,  
Hide, hide your golden light!  
She sleeps!  
My lady sleeps!

Moon of the summer night!  
Far down yon yestern steeps,  
Sink; sink in silver light!  
She sleeps!  
My lady sleeps!

Wind of the summer night!  
Tell her her lover keeps  
Watch while in silver light  
She sleeps!  
My lady sleeps.

**Ninth Pupil**—On March 24, 1882, the sweet singer left us. The whole world grieved for him. It was a loss to the children, who claimed him as their own; for they loved and understood his poetry.

At his funeral his brother read these lines from Hiawatha:

"He is dead, the sweet Musician!  
He the sweetest of all singers.  
He has gone from us forever,  
He has moved a little nearer  
To the Master of all Music  
To the Master of all singing.

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**OREGON TERRITORY AMERICAN TITLE ESTABLISHED 1846**

**CEDED BY MEXICO IN 1848**

**52,543 SQUARE MILES**

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**GUAM**

**6,469 SQUARE MILES**

**HAWAIIAN IS.**

**HAWAIIAN IS. ANNEXED 1898**

**77 SQUARE MILES**

**TUTUILA GROUP OF THE SAMOA IS.**

**TUTUILA GROUP OF SAMOA ISLANDS ACQUIRED BY INTERNATIONAL TREATY IN 1899.**

**PORTO RICO**

**PORTO RICO ACQUIRED FROM SPAIN IN 1898.**

**447 SQUARE MILES**

**CAKAI ZON**



# Picture Lessons for Language and Composition

This work is intended for Fourth, Fifth and Sixth Grade classes. Each picture with lesson may be cut out and pasted on heavy paper or stiff card board, and given to the pupils. Pupils may be required to recite orally and write out the lessons on paper in turn. A variety of ways may be devised for using the pictures.



## Frank's Birthday Present

Make up a story from this picture calling it Frank's Birthday Present. Think it over and then tell it to the class. Afterwards write the story neatly on paper for your teacher.

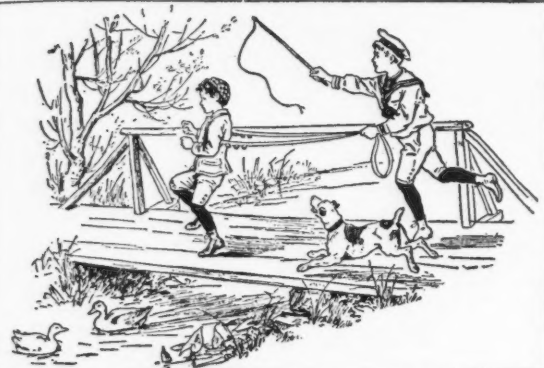
### SUGGESTIVE OUTLINE.

*Frank Hale*—the boy's name—living in country—ten years—

*Birthday*—time of year—of month—vacation or school time an express package—his Uncle James.

*The Present*—describe it—eager to sail it—mother's permission. Early morning—mill-pond—two hours—great sport—

*Message to Uncle*—tell what he said in his letter to his uncle.



## Driving Horse

Tell or write a story about this picture according to the following

### SUGGESTIVE OUTLINE.

*The Boys*—their names—James the younger visiting his cousin Henry in the country—

*Time*—summer—vacation or school time.

*Plays*—good times playing together—Henry's dog—its name—color—driving horse—stream—bridge—ducks swimming—dog barks—

*At Night*—tired—hungry—sleepy.



## Bees

Write a story about this picture according to the following

### SUGGESTIONS.

The bees little house—called a hive—It is summer time—the flowers are in bloom—the bees are busy all day—they make honey-comb with sweet honey in it—get the honey from flowers—the honey-comb is made of wax which come from the bee—bees travel many miles sometimes to get the sweet juice of flowers—Every hive has three kinds of bees; a great many workers, a few drones, and one queen—the queen bee stays in the hive and lays eggs—the drones never do anything—the workers make the honey and keep the hive clean.



## The Pet Lamb

Look at this picture and read the suggestions following and tell to the class a story about the picture.

### SUGGESTIONS.

Little girl who lived in the country—on a large farm—six years old—her name—her papa had many sheep and some little lambs—the lambs run, and jump, and play in the meadow—her papa gave Lizzie a little lamb as white as snow—she named it Snow-White—Snow-White's mother was dead—Lizzie fed the lamb sweet milk from the cow, the lamb runs to meet Lizzie—its wool is soft and white.

EARTHQUAKE DAMAGES ST. PETER'S SQUARE, ROME.



St. Peter's square in Rome was hard hit by the earthquake. The obelisk seen in the foreground in the photograph, was shaken and badly damaged; the famous colonade, seen at the right, was lowered four feet, and the adjacent house, once occupied by the sisters of Pope Pius X, was seriously cracked.

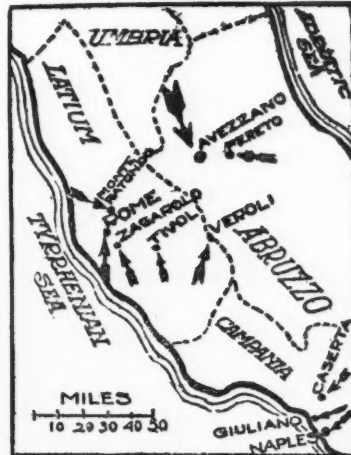
Another famous Church of Rome that was considerably damaged by the quake was the great basilica of St. John Lateran, which is generally known as the Pope's Cathedral. More or less damage was done to other buildings in the Eternal City, the famous Forum showing marked evidence of the earth vibrations.

SPIKED PITS AND BARBED WIRE



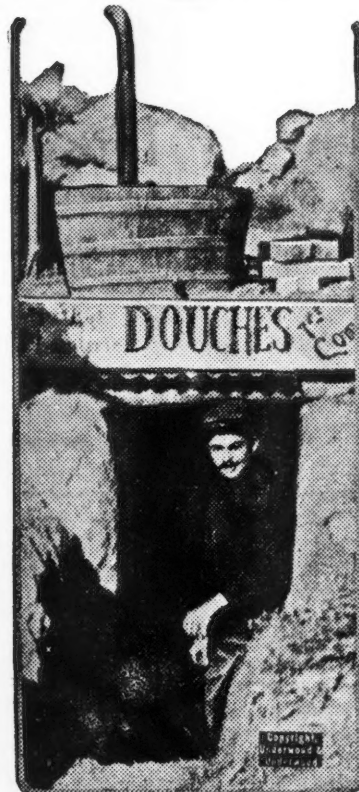
This piece of ground, dotted with pits with spikes in them and crossed with barbed wire entanglements, prepared by the Belgians to impede the advance of the Germans, gives some idea of the fields over which the troops in the war zone are expected to charge.

Italy's Earthquake Zone.



Map of part of central Italy that suffered most from the awful earthquake. The territory from Naples northward to Ferrara and across the peninsula from the Tyrrhenian sea to the Adriatic is dotted with demolished towns and villages.

LUXURY IN THE TRENCHES



To keep an army personally clean is one of the immense tasks that confront the commanders. The photograph shows a shower bath contrived in the French trenches north of Soissons, only a hundred yards from the German lines.

**Holy Week Book.**

With the approach of the holy season of Lent our teachers should arrange for suitable readings from books of liturgy, meditation and devotion. A little book entitled "The Holy Week Book," recently issued by B. Herder, St. Louis, Mo., will appeal to the zealous teacher as most desirable. The contents have been compiled by authority from the Roman Missal and Breviary as reformed by His Holiness Pope Pius X.—Cloth bound, 336 pages, 30 cents.

**"The Poet's Chantry."**

Teachers of literature in Catholic schools, should not fail to provide themselves with "The Poet's Chantry," by Katherine Bregy. This comparatively new book contains the best available studies of nine Catholic writers of recent years whose names rank high in the world of English letters. The authors treated are: Robert Southwell, William Habington, Richard Crashaw, Aubrey de Vere, Gerard Hopkins, Coventry Patmore, Lionel Johnson, Francis Thompson and Alice Meynell. Most of these studies appeared in the Catholic World some years ago, and now appear in neat book form. Price \$1. Cloth bound, 176 pages. B. Herder, publisher, St. Louis, Mo.

**Social Service Work.**

Within the next month the Rev. P. J. O'Callaghan, pastor of St. Mary's Church, and rector of the Paulist Fathers' community, Chicago, hopes to

install a settlement house in the building at 1122 South Wabash avenue.

He is completing plans for a gymnasium and a motion-picture show as additional features for the settlement house. There will be reading-rooms, sewing facilities and other departments of interest for persons of all ages.

The protectorate of the Catholic Woman's League will occupy an upper floor, removing its headquarters from 7 West Madison street.

**Knights of Columbus Oppose Bigots.**

Rev. Father J. J. Wynne, S.J., editor of the Catholic Encyclopedia, has given out a statement relative to the crusade instituted by the Supreme Council of Knights of Columbus against anti-Catholic publications and societies. The commission will meet again in Chicago on March 6.

"The commission," the statement says, "has an appropriation of \$50,000 and is charged with the duty of investigating the reasons and sources of the bigoted movement against Catholics as evidenced by the issue of alleged indecent and slanderous publications and the organization of societies pledged to drive Catholics out of public life. This meeting will be followed by other meetings in the chief cities of the country."

For the purpose an appropriation of \$50,000 has been made. At the conclusion of its present meeting in New York city the commission will prepare for a session in Chicago on

March 6, to be followed by meetings in other large cities.

**Catholic Educator Dies.**

Rev. Richard K. Wakeham, widely known as an educator in Catholic colleges, died last month at Cold Spring, N. Y., aged 68 years. For 31 years he had been engaged in the education of priests, having taught at seminaries in Boston and Baltimore as well as in New York State. At the time of his death he was head of the department of philosophy at St. Joseph's Seminary at Yonkers.

**New School for Negroes.**

Cardinal Farley presided at a Christmas-tree party and feast given to about five hundred negro children in the new St. Mark's school, No. 65 West 138th street, New York City. The affair marked the opening of the school. Mother Katherine Drexel, who founded the order for the welfare of the negroes and the Indians, came from St. Elizabeth's convent, Cornwall, Pa., to be present.

**German to Teach Irish.**

A German will teach Irish at the University of Illinois, beginning in February, when Dr. Kuno E. Meyer of the University of Berlin will become visiting professor of the Celtic language and literature. Although born in Hamburg, Dr. Meyer is one of the most famous Celtic scholars in the world. He founded the school for Irish learning in Dublin.

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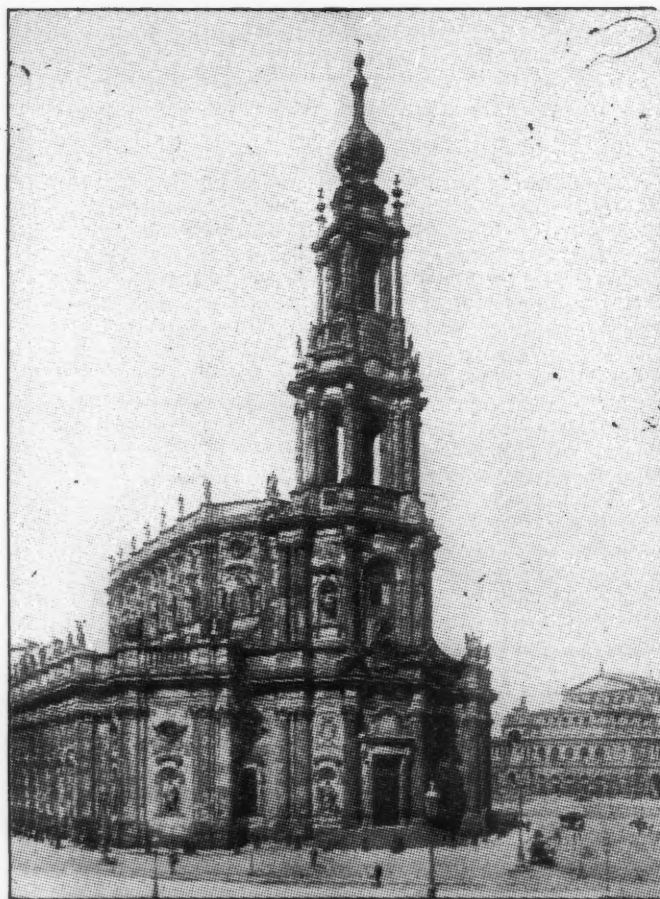
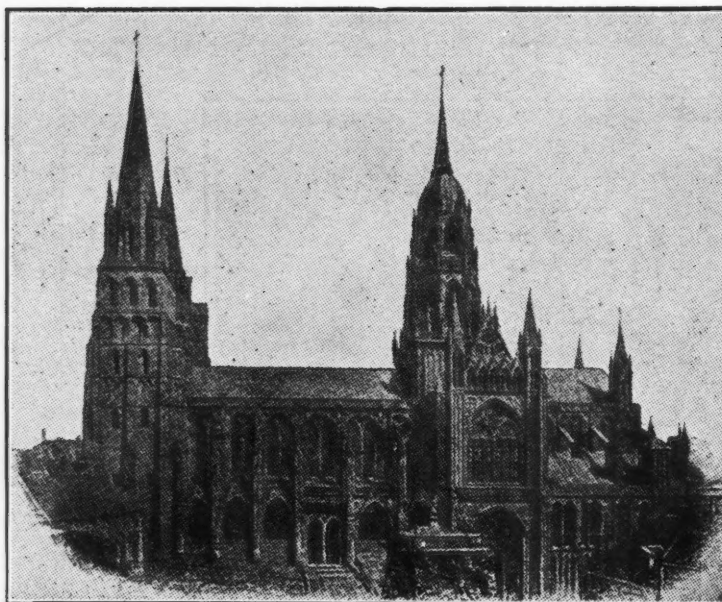
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## Great Churches of the World.

(Numbers 23 and 24 in our Series of Church Studies.)

**Bayeux Cathedral, Normandy.**

The Cathedral of Bayeux, France, is considered by some authorities to be the most magnificent of all the cathedrals of Lower Normandy.

It dates partly from the eleventh and twelfth centuries, and was begun in 1067, by Bishop Odo, Count of Normandy, brother of William the Conqueror. There are said to be 2,976 capitals, all differently sculptured. The carvings at the door of the south transept represent scenes from the life of St. Thomas of Canterbury, while a painting in the north transept depicts his martyrdom. The windows near the organ contain some of the celebrated fifteenth century glass, the gorgeous coloring and the masterly drawing which distinguishes that period being especially noticeable.

The paintings of the frescoes, the hammered metal work surrounding the choir, and the rich carving on the stalls, all have an impression of unparalleled magnificence. Nor is the outside of the cathedral less splendid.

An account of the cathedral would be incomplete without mention of the world-famed Bayeux Tapestry which formerly decorated the church on feast days and is now in the town museum. Its origin is enveloped in mystery, and controversy has raged freely round this priceless relic; but the best authorities are now agreed that it was worked at Bayeux by Queen Matilda for her brother-in-law, Bishop Odo. The Tapestry depicts scenes in the life of her husband, William the Conqueror.

**Court Church, Dresden, Saxony.**

Although the Kingdom of Saxony is intensely Protestant, the reigning Royal House is Catholic.

The Court Church stands near the Augustus Bridge, and is the official church of the royal family and the court of Saxony. It was erected in the middle of the eighteenth century, in the baroque style. It is surmounted by a tower 280 feet high, and its facade is adorned with 78 statues by a famous Italian artist.

**Child Laborers.**

In his appeal for action on Child Labor, President Evans, of the National Fraternal Congress, says:

"Two million children drag their weary bodies to and from American mills and factories and sweatshops every day. There is aching in their bodies, pain in their hearts, dullness in their brains. Their faces are pallid, their eyes lustreless. The bloom on their cheeks has been stolen by their masters to color the wine they drink at their feasts. The sparkle of their eyes has been crystallized into diamonds that blaze and flash. Do you hear these children weeping? Do you hear them calling? There were five and one-half million children last year who did not attend school. One-half of the children who went to school did not attend regularly. Ninety-three of every hundred who go to school never get beyond the elementary or lower grades. Only seven out of every hundred go to high school. Millions who do not attend school do not learn enough of their country and its institutions to fit them for citizenship."

### Another Heiress Enters Religion.

Another daughter of the house of Drexel has decided to renounce society and the world and devote her life to religion. Miss Lucy Dahlgren, granddaughter on her mother's side of Joseph Drexel and on her father's of Rear Admiral Dahlgren, has announced that she will enter the convent of the Sisters of the Blessed Sacrament, an order founded at Cornwall, Pa., by her kinswoman, Mother Katherine Drexel. Miss Dahlgren has been doing preparatory work at the convent attached to St. Leo's Church in New York. She intends to devote her life to the service of the Indian and negro races.

### Parish School Pupil Wins Prize.

Recently The Pioneer Press of St. Paul, Minn., offered a prize for the best essay by a pupil of the elementary schools on the significance of Christmas. Two hundred and sixty children competed. A pupil of the St. Matthew's German parochial school received the prize. Of the ten essays selected for favorable mention three were my pupils of Catholic schools.

### Mexican Seminary in Texas.

A most important bit of news was given out by the president of the Catholic Church Extension Society on his return from his second trip south in the interests of the Mexican Republic. Dr. Francis Kelly announced that arrangements had been completed to open a theological seminary in San Antonio for Mexico. The Garden Academy has been rented and is being prepared for the reception of students. The necessary furniture is being purchased by Fathers Hume and Constantineau. As rector of the seminary the Bishops of Mexico have selected the Bishop of Tulancingo.

### Buildings at the University.

Work has been completed on two of the group of buildings near the Catholic University, which will comprise one of the most extensive institutions in the world of higher education of

Sisters and women teachers in the Catholic Church. The first building is the residence for the Sisters of Divine Providence from San Antonio, Tex., and the second for the Sisters of St. Mary of Lockport, N. Y.

Plans have also been completed and work will start in the early spring

on buildings for the Sisters of Charity of Cincinnati, O.; Sisters of Jesus and Mary, Sillery, Quebec, and the Dominican Sisters of Tacoma, Wash.

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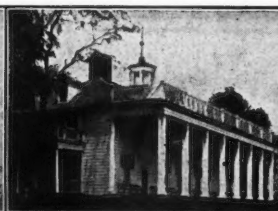
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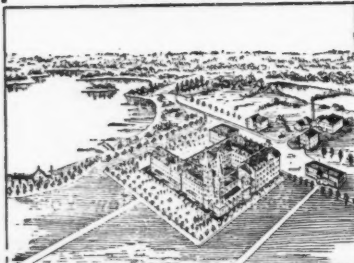
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**To Deny Mails to Vicious Papers.**

During the consideration of the Postoffice Appropriation Bill in Congress recently, an amendment was presented by Congressman John J. Fitzgerald, of the Seventh district, New York County, (Brooklyn), as follows:

"Whenever it shall be established to the satisfaction of the Postmaster General that any person is engaged or represents himself as engaged in the business of publishing any obscene or immoral books, pamphlets, pictures, prints, engravings, lithographs, photographs, or other publications, matter, or thing of an indecent, immoral, scurrilous, or libelous character, and if such person shall, in the opinion of the postmaster general, endeavor to use the postoffice for the promotion of such business, it is hereby declared that no letter, packet, parcel, newspaper, book, or other thing sent or sought to be sent through the post-office by or on behalf of such person shall be deemed mailable matter and the postmaster general shall make the necessary rules and regulations to exclude such non-mailable matter from the mails."

**Nuns May Return to France.**

Since the commencement of the war sufficient petitions have been addressed to the French Government to allow "exiled" religious orders to return to France to nurse the wounded to induce the Government to issue a note in explanation of its position.

The semi-official note begins by pointing out that such petitioners seem to be unaware of the conditions under which the laws governing religious orders are applied and of their bearing. Hospitalieres Congregations (orders engaged in nursing and charitable work) have been authorized in France since 1901. There are in France 434 charitable orders legally authorized, 802 establishments in

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process of being authorized, and eighty irregular establishments dependent on these orders. There are 315 orders still existing in France without authorization. No charitable order and no Sister has been expelled.

The dissolution of teaching or contemplative orders under the law has never entailed the expulsion of their members. Their situation is identical with that of religious, literary or other associations of more than twenty members, formed without authoriza-

tion before 1901. The Sisters who belong to these orders have gone abroad of their own free will and need no authorization in order to return to France.

#### Such Is Fame.

Madison Cawein of Louisville, died recently. He was an American poet who produced more verse than Edgar Allen Poe. That alone is not significant; but Cawein was a poet of internationally recognized merit. Yet, in this busy age, we all know who Judge Gary is, and who Charley Schwab is, but not one in a thousand has read a poem of Madison Cawein. The American poet laureate of today is James Whitcomb Riley. Can you recite one of his poems, or give the title of one of his collection of poems. If so, you are one in a hundred.

#### War's Horrors.

Driver William Craven, Seventieth battery, R. F. A. (British), describes how during an artillery duel in pitch darkness a shell wrecked a lonely French farmhouse and killed all the family except a little girl, whom he found just conscious.

"Both of her legs," he writes, "had been blown away near the knees, and one of her arms was missing from below the elbow. The rain was coming down into the wreckage, and I took off my great-coat and wrapped

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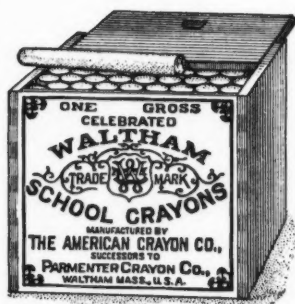
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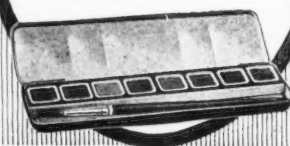
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the poor, moaning child in it. I sat down on the floor to hold her on my knee, and she just opened her eyes and gave me a grateful look. Then she moved her sound arm, and the next thing I found she had lifted something to my head, and it slipped over my shoulders. Her arm dropped. She was dead. She had given me her rosary. I thought I had a heart of stone, but I cried like a child that night."

### Earthquake in Italy.

The Italian earthquake disaster the past month is second only to that of Messina in 1908. The earthquake belt is estimated to be about 300 miles long, extending practically from one side of Italy to the other. The northernmost point affected is Poppi, near Florence, and the most southern point Paterno, in Sicily. The worst damage was caused in Abruzzi, Latium and Campania.

Estimates of the dead and injured are placed at 50,000. Hundreds of thousands of people are homeless. Towns and entire cities have been destroyed. Communications are cut and railroads are unable to reach the devastated districts.

### Die at Communion.

At Sora, the rescuers clearing the ruins of Santa Restituta Church, found Father Annoni and seven nuns dead on the spot. The priest had been giving the nuns communion when the shock came. He still held the chalice in his hands.

## Special Announcement

In August we made an announcement of the publication of "Selections from the Scriptures" in two volumes and further announcements have been sent since then. The first book, "Gleanings from the Old Testament," as arranged by Sister M. Fides Shepperson, M. A., is now ready and we have the pleasure of inviting your attention to its immediate publication.

Teaching in the schools heretofore has not conveyed the knowledge of the exact word of the Scripture. The selections in the two volumes, which we are to bring out are exactly as found in the text based on the Douai Version. These selections are especially prepared for class room use as suggested by Brother Matthew in the second and fourth paragraphs on page 234 of the Bulletin of the Catholic Educational Association July 1914.

We are desirous of sending a copy to all interested in education, and who are in sympathy with effort on our part to place in a teaching form as "Literature" such Selections as have met with the approbation of leading members of the Hierarchy.

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**TO WHAT EXTENT CAN THE PARISH SCHOOL  
BE USED AS A SOCIAL CENTER?**

By Sister Mary John, Order of Mercy, Mt. St. Mary's  
College, Plainfield, N. J.

Among students of education and among social workers, the belief prevails that many defects which characterize our social and industrial institutions are the result of a mistaken concept implanted in children by their teachers as to what should be sought for in life. Close observers also perceive that these defects and others which even mar human character itself, have until recently been emphasized quite universally in the educational systems of our country. The schools of the past and most of those of today have devoted themselves to the task of giving children such knowledge as would enable them to engage successfully in the customary vocations of life, and personal success has been the goal ever held before the youthful mind.

This constant emphasis upon the importance of personal success unless safeguarded by careful religious training, tends subtly to the development of selfish desires that lead the individual to disregard the interests of others in the pursuit of personal ends; and that lead to unsocial attitudes and to unfriendly rivalries and ill-feelings and to wrong doings of every kind. The constant encouragement given to personal ambition for personal triumph and personal reward, tends to develop a desire similar to that possessed by the criminal offender, who in seeking his personal gratification, gives no proper regard or consideration to the relation of his acts or of his course to the welfare of others or to the welfare of society. Nearly all and perhaps all evil is due to this desire for personal advantage or gratification, regardless of the welfare of others; and for the development of this desire in the form of purely self-centered ambitions, the teachers of children whether in the schools or the homes, have been in large measure responsible. It has become evident that the importance of developing the social nature of the child has been insufficiently considered.

The development of selfish tendencies must be prevented by the awakening of social interests and of the spirit of fairness and right; and through awakening recognition on the part of each of the consideration due his neighbor. The development of these desirable attributes and attitudes can be furthered by developing wider friendships, and through the wider sharing of common pleasures, joys and occupations. The social nature develops and with it the spirit of fair play and equity, as wholesome common interests arise. Thus the individual becomes unwilling to take unfair advantage of his neighbor, and personal ambitions become so developed or readjusted as to conduce to harmony and progress.

**The Use of the Schoolhouse Extended.**

The opportunities which the schools can provide for the awakening of social interests, and for the arousing of social spirit and for the laying of foundations for healthy social relations, are so vast that leading educators are already looking to the extension of the functions of the schools until they become educational institutions in a far broader sense than hitherto. The social center work is, in brief, a movement to utilize in various ways outside of regular school hours the school building and equipment for the benefit of the entire community. It is the expression of the growing idea "that the school should minister to other needs of the community besides the purely educational."

In his book on "Social Aspects of Education," Mr. Irving King points out that it is not implied that the education of the children is not a true social service, but rather that with small additional expense the school plant may be adapted to other important services which are also broadly educational. It is in this idea of the school as a social center that the whole modern evolution in education finds its completion. The school building becomes not merely a place for educating the young, it is the place where the whole community educates itself, adults as well as children. The school is made the home of lectures, of concerts, of reading rooms and of many other forms of community culture and innocent amusement. The Ninth Annual Report of the New York State Education Department contains an article on "The Use of School Buildings," in which the Third Assistant Commissioner of Education says: "The question of an extended

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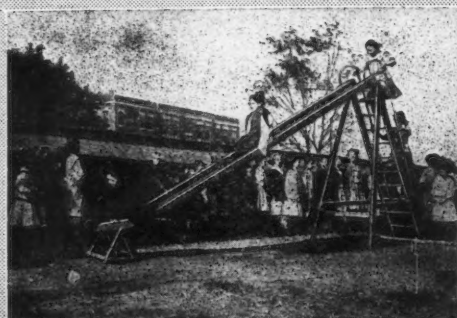
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use of school buildings out of school hours for all educational purposes which will promote the common enlightenment of the people is at present agitating the public mind." Private association organized to aid in the improvement of the social, moral and political condition of society are giving the subject much attention and have been the means of focussing the powerful influence of the public press of the entire country on the general uplift which society might receive through this agency. Mr. Finnegan plainly shows that no legislation is necessary to accomplish the ends desired, but that the people have failed to grasp this great opportunity for the betterment of their social and intellectual standards, and furthermore that the leaders of social progress among the people have not created a demand for such use of these buildings. "The people themselves who are to be directly benefited by this work should be enthused and aroused to the necessity of taking advantage of these privileges."

#### Some Definite Suggestions for Parishes.

The important question, therefore, for us is, in what way may our parish schools with their splendid equipment and their fine organizations, be utilized so that they can be a still greater force in the proper equipment of our youth to meet the struggle which will confront them in the active duties of life, and how can they be further utilized to assist the members of our parishes who stand in imminent need of the improvement and encouragement in life which this force, if properly directed, could give them?

1. Let the leaders in this social progress movement encourage the work by giving assistance in perfecting study clubs, lecture courses, reading circles, etc., for both the young people and for the men and women.

2. Make all instruction in the schools available for evening, Saturday and vacation courses. These courses need not necessarily be free as many people will be willing to pay a reasonable fee for the privilege of pursuing such study.

3. Devote specific evenings for the general amusement of the young people, providing such wholesome entertainment as young people generally enjoy.

4. In the smaller towns revive the spelling school and make the schoolhouse a center at which discussions on the problems of life may take place, and where books may be procured from the library and where young people may congregate for social purposes.

It has been estimated that more than one-half of the children enrolled in the schools of our cities come from homes which have no facilities for providing amusement or recreation of any kind. There is no place except upon the street or some worse place where large numbers of these young people may meet for study, for general reading or for amusement. Every school building in the sections of a city where these children live should afford these privileges after the school hours. There should be study rooms and reading rooms provided with good current magazines and other literature. There should be general amusement rooms properly equipped and all under proper supervision and open the entire year.

These few suggestions in regard to making our parish schools social centers must find their development and practical value by taking into consideration the social status of the community and the environment of each school. Thus by means of the evening classes, lecture courses, musical programs, scientific, historical and social societies, the work of our parish schools may be duly supplemented and brought to its full fruition.

**For Childhood.**—We are missing a grand opportunity if we fail to acquaint our children, even our youngest children, with many of the episodes in the Old Testament. Noe and Joseph and David and Esther and Judith should be familiar characters to them. Indeed, it may be safely said that a child suffers an irreparable loss when he is not brought into touch with the Old Testament stories at an early age, a loss for which reading in maturity is by no means full compensation. The boy who has missed the history of Sampson and his exploits, who knows naught of the foxes tied two and two and the carrying of the gates of Gaza, has been deprived of something in the matter of emotional development that can absolutely never come to him later in life. Happy are we when at an early age we thrill over the narration of David's battle with Goliath; for then there is a quality in the thrill that

can be there only when we are young; and the story will live actively in our memory and grow with our growth and exert a powerful effect on our character and life. The seeds of virtue—of perseverance, of fidelity to grace, of loyalty to God, of truth and honesty and purity—are sown in our youth; and fortunate are we when we have the lessons of morality exemplified and enforced by episodes drawn from the inspired writers.

Time and again I have heard Catholic teachers bewailing the dearth of usable Bib'e histories. The need undoubtedly exists, but its existence is no excuse for us when we deliberately keep the rich store of the Old Testament from the minds and the eyes of our pupils. We cannot, of course, give them the Old Testament to read indiscriminately, and the Church is a wise and prudent mother in regulating its use; but we can and should narrate a series of the Bible stories to our children. The art of story telling, which plays so important a part in modern pedagogy—to say nothing of the wisest and sanest methods of teaching employed in the past—has a special and definite application to the Old Testament. It is the privilege and the duty of the Catholic teacher to study the theory of story telling and then to apply his knowledge by narrating the Old Testament stories.

**About Memory.** "Attention is the stuff that memory is made of, and memory is accumulated genius."

Those words, from the pen of James Russell Lowell, form a fit subject for a little meditation on the part of students and educators. The idea may not be scientifically expressed—as though every idea has to be scientifically expressed!—but it is a big idea and embodies a fundamental truth.

If you have what you insist upon calling a poor memory—and most persons are ready enough to plead guilty to the gentle indictment—you are giving us to infer that you possess but in a relatively low degree the power of attention. Attention at its best is concentrated and sustained; and attention that is concentrated and sustained is veritably "the stuff that memory is made of." Or, to put it a bit more accurately, attention makes for powers of memory clearly—defined and retentive.

If, some fine day, you realize that your memory is shirking its work and you make up your mind to do something to it, the most practical course is to develop your powers of attention. Given attention, memory will take care of itself. We all remember certain events in our lives, the things that happened on red-letter days. Why? Because, when those things happened, we were very attentive.

Just as memory depends on attention, so attention itself depends on interest. Let us take the case of the child who says he cannot remember the date of the Norman Conquest. His memory fails him now because he was not sufficiently attentive when his teacher mentioned the year 1066; and his lack of attention was due to the fact that he felt but little interest in King Harold and William of Normandy and the Battle of Hastings. And, to carry the application into the corner where it ought to do most good, why did he feel so little interest in one of the most dramatic events in universal history? Because, possibly, there was a hearer of lessons instead of teacher in the classroom; because the subject was presented in such a way as to kill interest, and therefore attention, and therefore memory.

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"The laboratory work should give the pupil wide practice in the observation and interpretation of physical phenomena, should make him familiar with simple instruments and methods of measurement, and should train his hand and eye to precision and skill in the use of instruments in making measurements. It should also fix in the pupil's mind a considerable variety of facts and principles. Thirty to thirty-five of such experiments, as are stated in the "LIST OF EXPERIMENTS," should be included in the course.

"The pupil's note-book should contain a record made in the laboratory of each experiment, so full, orderly, and neat, that rewriting will not be necessary."

### LIST OF EXPERIMENTS MECHANICS.

- |          |   |         |   |
|----------|---|---------|---|
| 1—M030   | Weight of Unit Volume of a Substance, Prism or Cylinder.                      | 9—M190  | Strength of Material.   |
| 2 {M040\ | Principle of Archimedes.  | 10—M102 | The Straight Lever, Principle of Moments.   |
| M070}    |   | 11—M110 | Center of Gravity and Weight of a Lever.  |
| 3—M050   | Specific Gravity of a Solid Body that will sink in Water.                     | 12—M150 | Parallelogram of Forces.  |
| 4 {M090\ | Specific Gravity of a Liquid, Two Methods. (Bottle and Displacement Methods); | 13—M270 | Four Forces at Right Angles in One Plane.   |
| M091}    | or  | 14—M160 | Coefficient of Friction between Solid Bodies—on a Level and by Sliding on an Incline. |
| 5—M240   | Specific Gravity of a Liquid by Balancing Columns.                            | 15—M310 | Efficiency Test of some Elementary Machine, either Pulley, Inclined Plane, or         |
| 6—M250   | Boyle's Law.  | or      | Wheel and Axle.   |
| 7—M260   | Density of Air.   | 16—M340 | Laws of the Pendulum.   |
| 8—M141   | Hooke's Law.  | 17—M332 | Laws of Accelerated Motion.   |

### HEAT.

- |         |  |         |  |
|---------|--|---------|--|
| 18—H010 | The Mercury Thermometer; Relation between Pressure of Steam and its Temperature. | 22—H060 | Heat of Fusion of Ice.   |
| 19—H020 | Linear Expansion of a Solid.   | 23—H092 | Cooling Curve through Change of State (During Solidification). |
| 20—H030 | Increase of Pressure of a Gas Heated at Constant Volume, or                      | 24—H080 | Heat of Vaporization of Water.                                 |
| 21—H040 | Increase of Volume of a Gas Heated at Constant Pressure.                         | 25—H070 | Determination of the Dew Point.                                |
|         |  | 26—H050 | Specific Heat of a Solid.                                      |

### SOUND.

- |         |                       |         |  |
|---------|-----------------------|---------|--|
| 27—S010 | Velocity of Sound.    | 29—S030 | Number of Vibrations of a Tuning Fork. |
| 28—S020 | Wave Length of Sound. |         |  |

### LIGHT.

- |         |                                    |           |  |
|---------|------------------------------------|-----------|--|
| 30—L011 | Use of Photometer.                 | 36 {L070\ | Focal Length and Conjugate Foci of a Con-                  |
| 31—L022 | Images in a Plane Mirror.          | L080}     | verging Lens.  |
| 32—L030 | Images Formed by a Convex Mirror.  | 37—L090   | Shape and Size of a Real Image Formed by a Lens.           |
| 33—L040 | Images Formed by a Concave Mirror. | 38—L101   | Magnifying Power of a Lens.                                |
| 34—L050 | Index of Refraction of Glass.      | 39—L105   | Construction of Model of Telescope or Compound Microscope. |
| 35—L060 | or                                 |           |  |
|         | Index of Refraction of Water.      |           |  |

### MAGNETISM AND ELECTRICITY.

- |           |   |         |   |
|-----------|---|---------|---|
| 40—E011   | Study of Magnetic Field.                        | 47—E075 | Resistance Measured by Volt-Ammeter Method.         |
| 41—E150   | Magnetic Induction.                             | 48—E070 | Resistance Measured by Wheatstone's Bridge.         |
| 42—E020   | Study of a Single Fluid Voltaic Cell.           | 49—E090 | Battery Resistance—Combination of Cells.            |
| 43—E030   | Study of a Two Fluid Voltaic Cell.              | 50—E153 | Study of Induced Currents.                          |
| 44—E040   | Magnetic Effect of an Electric Current.         | 51—E115 | Power of Efficiency Test of a Small Electric Motor. |
| 45—E160   | Electrolysis.                                   |         |   |
| 46 {E050\ | Laws of Electrical Resistance of Wires;         |         |   |
| E060}     | Various Lengths, Cross-section and in Parallel. |         |   |

We would like to send you a list of the apparatus required to perform thirty-five experiments selected from the above list.

## EXPERIMENTS IN CHEMISTRY STUDENTS' LABORATORY WORK

"The laboratory work should include exercises in the preparation and study of the properties of the following elements and compounds: Oxygen; Hydrogen; Nitrogen and its common oxides, acids and salts; the Chlorine Family; Carbon and its common oxides, acids and salts; the Phosphorous Family; the Alkali Metals; the Alkaline Earths.

"Exercises involving physical and chemical changes, elements, chemical compounds, chemical mixtures, and the collection and measure of gases should, of course, precede the above laboratory exercises.

"Students must further become familiar with the Metric System in as far as it bears directly on the laboratory work. "Ability to bend glass and general manipulative skill are imperative."

### LABORATORY EXERCISES. National Chemistry Direction Sheets.

- |         |   |        |   |
|---------|---|--------|---|
| 1 O50   | The composition of air.   | 23 W30 | The atomic weight of silver by displacement of zinc.      |
| 2 O30   | Preparation of the gas obtained from heating red ash of mercury.      | 24 S10 | Study of sulphur.   |
| 3 E20   | The heating of substances in air.                                     | 25 E10 | Iron and sulphur.   |
| 4 E30   | Treatment of products of heating with water.                          | 26 S20 | Preparation of hydrogen sulphide.                         |
| 5 E31   | Treatment of products of heating with hydrochloric acid.              | 27 O60 | A compound of oxygen, sulphur and water.                  |
| 6 O31   | Preparation of a gas from heating potassium chlorate.                 | 28 O70 | A compound of sulphur, much oxygen and water.             |
| 7 H80   | Action of sodium amalgam on water.                                    | 29 S21 | The preparation of sulphides and corresponding sulphates. |
| 8 H20   | Preparation of gas made by action of an acid on a metal.              | 30 N60 | Decomposition of ammonium nitrate; nitrous oxide.         |
| 9 H60   | Water as a solvent.   | 31 N61 | The composition of nitrous oxide.                         |
| 10 L10  | The Electrolysis of water.  | 32 N40 | The preparation of an acid of nitrogen; nitric acid.      |
| 11 Ha10 | Preparation of chlorine.  | 33 N50 | Preparation of the nitrates.                              |
| 12 A20  | Preparation of a typical acid, hydrochloric acid.                     | 34 N70 | The preparation of nitric oxide.                          |
| 13 A30  | Analysis of hydrochloric acid.  | 35 N80 | Oxidation of nitric oxide; nitrogen peroxide.             |
| 14 Ha20 | Preparation of chlorides.   | 36 T60 | Chromium as an acid and base forming element.             |
| 15 Ha30 | The preparation and study of bromine.                                 | 37 T50 | Potassium chromate and bichromate.                        |
| 16 Ha40 | Hydrobromic acid and the bromides.                                    | 38 T70 | Ferrous and ferric salts.                                 |
| 17 Ha50 | The preparation and study of iodine.                                  | 39 C10 | The process of burning.                                   |
| 18 Ha60 | Hydriodic acid and the iodides.                                       | 40 M50 | Preparation of the carbonates.                            |
| 19 Ha70 | Comparative study of chemical affinity, chlorine, bromine and iodine. | 41 M40 | Properties of carbon dioxide.                             |
| 20 Ha80 | Hydrofluoric acid and the fluorides.                                  | 42 C30 | The fermentation of sugar.                                |
| 21 W10  | The atomic weight of zinc.  | 43 C40 | Fractional distillation.                                  |
| 22 Th10 | The specific heat of zinc.  | 44 C50 | Organic acids, bases and salts.                           |

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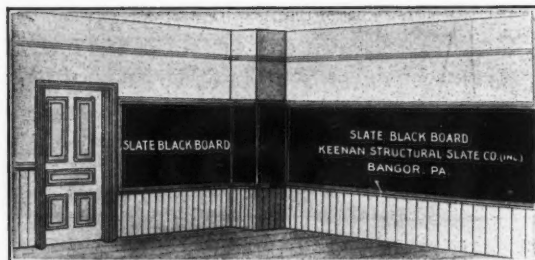
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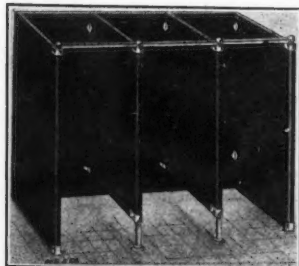


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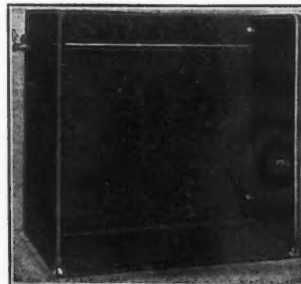
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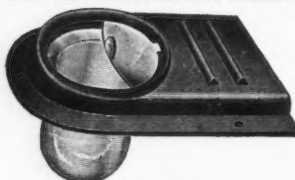
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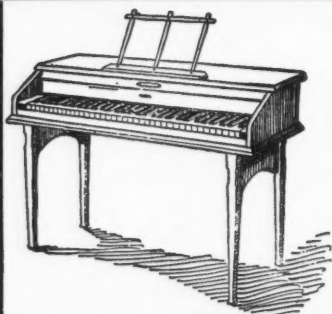
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